

CHILDHOOD EDUCATION

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CHRISTMAS FOR THE BIRDS

Children readily respond to the thought of Christmas as a time of joyful unselfishness, thoughtfulness and expressed love.

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CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

Vol. VI

DECEMBER, 1929

No. 4

The Strategic Position of the Kindergarten in American Education

PATTY SMITH HILL

Professor of Education, Teachers' College, Columbia University, New York City

THE topic for this paper persisted in presenting itself to the mind of the writer in the form of a question, and one question has stimulated another until one is in danger of issuing a questionnaire. One could but put the title to the test of the question—does the kindergarten really hold a strategic position in American education? Though becoming more and more an integral part of the public school system, has the kindergarten opportunities all its own which no later grades can contribute in degree or kind? If so, what evidences can we offer to make good our claim? If we can prove our claim to strategic opportunities, in how far are we living up to these peculiar opportunities? If, for any reason we are not making good our claims, is the difficulty traceable to the kindergarten teachers and leaders themselves, or to the conditions imposed upon them by boards of education and school administrators? If the difficulty is due to our own inability to grasp and utilize our peculiar opportunities how can we deepen our vision and improve our technique so as to make good our claims? On the other hand, if

we realize our opportunities and are prepared to fulfill them, how can we arouse and deepen the interest of taxpayers, administrators and school officials to the great opportunities which we might contribute if they will but cooperate in providing the conditions which will enable us to play our part in public education with intelligence and skill? These are some of many searching questions which demand investigation before our unique opportunity in public education can be realized to the full. We have contributed richly in the past, but we can double and quadruple our contributions if we secure the sympathetic and intelligent cooperation of school administrators, taxpayers and parents.

If we put to ourselves the problem of analyzing our claims to a strategic position in education, endeavoring to reduce these claims to those which can not be denied as peculiar to the kindergarten, they seem to fall into three groups:

- (1) those opportunities which are ours because we receive the child into our care at an earlier and more

formative period than any other grade;

- (2) the opportunity we have to give the child his first impression of the world and life outside the home;
- (3) the opportunity we have to know and secure the cooperation of parents.

Are these genuine opportunities, and does any other grade in the school possess these to the same degree as the kindergarten? If we examine these claims more fully we may discover and realize our unique position in education more satisfactorily to ourselves and the school.

I

Are these early years of childhood more formative than later years? Can the very young child learn some things and acquire certain habits better than at any succeeding periods of child life? Now that experiments are demonstrating the fact that "old dogs can learn new tricks", and that certain learning proceeds at a more rapid rate in later than earlier periods, we must examine these claims for the pre-school years with scientific caution. We should realize the extravagance of some of the claims that have terrified the modern parent into believing that the child was made or lost before his sixth year. "Give me the child until he is seven and I care not who has him afterwards", is a misleading, extravagant statement of a most important part-truth. The kindergartner herself does not believe such solemn nonsense as this. Watch any conscientious kindergartner as she maneuvers to enter the children she has struggled to start right into the best of several first grades to any of which they may be promoted. With the best elementary education as a background would any one go so far as to say that it is of no moment which high school or college follows? On the contrary every intelligent teacher or parent knows that *the best is important from start to finish*, if all latent possibilities are to be realized. Nevertheless, in

recent years psychoanalysts and psychiatrists have revived our ancient faith in the susceptibility of these early years to environmental influences good or bad. They have not only emphasized the susceptibility of the child to early impressions, but have widely taught and disseminated a belief in the permanence of these impressions. The influence of these early experiences are supposed to determine and condition the qualities of character, personality and disposition of mature years.

There is much difference of opinion regarding such beliefs. Many psychologists tend to discount the extravagant claims of some psychoanalysts. Nevertheless those psychologists who have had widest experience or responsibility for research or daily care of young children tend to give a more hospitable hearing to this theory. Dr. Arnold Gesell, whose wide experience with infants and young children would tend to justify his conclusion carefully qualifies his belief in the relation of the pre-school years to later development as follows: "But there is one stage which has an autocratic position in the series, and therefore dominates all the rest—the autocracy of priority. The pre-school period is biologically the most important period in the development of the individual for the simple but sufficient reason that *it comes first*. Coming first in a dynamic sequence, it inevitably influences all subsequent development. These years determine character, much as the foundation and frame determine a structure. The very laws of growth make these the most formative of all years." Such sane statements as these are difficult to dispute.

Dr. John Watson, one of the most scientific investigators of early childhood, warns us that parents and the first teachers of childhood share "the responsibility for making or marring the emotional life of the average child". He follows this statement with an appeal to secure exceptional teachers and to make the position of these teachers of early years the "most desirable and best paid ones in

our schools". What will our high school colleagues say to this?

It would seem that all observers of the *behavior* of early childhood could hardly doubt the influence of environment upon the moral and social conduct of childhood. The possibility of modifying native intelligence has seemed more improbable until these experiments were conducted. However, even though difference of opinion among the contributors to the Twenty-Seventh Year Book of the National Society for the Study of Education is evident, a few quotations from some of the conclusions drawn from different experiments are pertinent to our discussion. In a study of the effects of good homes in altering the intelligence of foster children this statement is made in the chapter written by Dr. Frank N. Freeman and his co-workers in the University of Chicago. "From the data for this group it is apparent that adopted children are considerably lower in intelligence than own children in the same homes. It is probable that the difference is due partly to heredity and partly to *early environment*. The intelligence of the foster children would quite probably have been greater had they been adopted *earlier in life*. Comparisons made later show that the *earlier* children are adopted, the *higher* is their intelligence". Again, "If environment tends to improve mental capacity, it might be expected to have the greater influence during the *earlier* and *more plastic* period of the child's life. It would, then, be expected that, other things being equal, the *earlier in life* the child is brought under this improved environment, the *higher* would be his present intelligence. Evidence that there is some relation between intelligence and age commitment is shown in table XL." * * * Furthermore, the children who were tested and adopted at an *early* age gained more than those adopted at a *later* age. (Italics not by Year Book authors.)

In a later chapter Miss Gertrude Hildreth of the Lincoln School of Teachers

College draws the following conclusions from a study of the influence of superior school environment on the intelligence of Nursery School and Kindergarten children—"In a comparison of 48 pupils entering first grade with at least four months of Nursery School or Kindergarten experience, and 41 pupils entering without such experience, an advantage of nearly six points of I. Q. in favor of the group with previous schooling is reported. * * * The advantage in performance gained by preliminary schooling tends to disappear as soon as the two groups compared have both had a year and a half of subsequent school. In other words, it is a fair presumption that the increase (if established) produced by nursery school and kindergarten training upon the I. Q. is only temporary, and one might say, artificial." One might ask regarding such a conclusion what might be the effect eighteen months later, if the same environment which produced this increase during the nursery school and kindergarten period were continued through the first and second grades? Despite the differences of opinion among the authors of the Year Book we may be justified in the following conclusions:

- (1) that these early years demand the most scientific and intelligent care possible to provide;
- (2) that in so doing, economy of time, effort and money might be promoted by such preventive and curative work in early life;
- (3) that those who are to have the responsibility of these formative years should have scientific training in preparation for the "job", and should be remunerated with a salary which would justify such preparation. This in turn would draw into the field the best mentalities and personalities as teachers and leaders of young children.

The type of training offered to teachers in preparation for this field should be determined by the outstanding needs of

children of this period. This should be supplemented by the knowledge required by the teacher in parental guidance and cooperation. Both of these call for much scientific knowledge:

- (1) knowledge of the child's bodily needs and growth, with courses offered by pediatricians, nurses, and dieticians;
- (2) knowledge of the child's mental, emotional, and social life demanding courses in psychology, psychiatry, and sociology, especially the mental hygiene involved in the social relations of family life;
- (3) knowledge necessary for the usual training in the subject matter of the school such as languages, literature, fine, industrial, and dramatic arts, the physical and social sciences, etc., required in meeting the growing child's intellectual needs.

One has little difficulty in convincing the public regarding our need for scientific training in preparation for the bodily care of children. Recently the public is giving evidence of its appreciation of the necessity for better training in mental hygiene for our guidance of the young child's emotional development; but we are slow indeed, in coming to respect the *intellectual* needs of pre-school children. There is a growing conviction that we ourselves do not sufficiently respect the young child's intelligence. Even young children have an insatiable appetite for pure knowledge and information. Go for a walk, or travel with a young child, make a list of his questions drawing heavily upon the adult's wider experience. Often his intellectual appetite outruns our capacity to respond.

While we proudly claim that all school subjects have their beginnings in the curriculum of the kindergarten, we do not always recognize or utilize these intellectual opportunities which spontaneously arise in their work and play. Children often put out intellectual "feelers" to which we are blind. Here is the seed germ

for all school subjects in the upper grades. We are frequently unprepared with the knowledge necessary to lead these small beginnings to higher levels of intellectual worth.

It requires rare skill to detect the moment of readiness in a little child's activities to help him to realize the need of some aspect of larger adult knowledge which will further his growth in work and play; but we ourselves must be ready. We should never be guilty of possessing a stock of knowledge below, on a level with, or too slightly superior to the child's to be ready to lead him on. Careful studies of some of the defects in kindergarten instruction lead many of us to the conviction that the subject matter of school subjects in normal school curricula for kindergarten and primary teachers should be approached from above downward, rather than from below upward. For example, if we were better informed regarding the physical, social and mathematical sciences as they minister to the development of boys and girls in Junior High and the upper grades, moving from these levels with their needs on down to the intellectual level of the kindergarten child, we would not be in the dilemma of "weighed and found wanting". In other words, one might venture to assert that one cannot teach well any subject on its lower levels unless we approach it with a rich background of knowledge, culture and technique on the *adult* level. This would seem to hold good in art, literature and music, as well as in the physical, social and mathematical sciences. Dr. Dewey says regarding this point: "The whole world of visual nature is all too small an answer to the problem of the meaning of the child's instinct for light and form. The entire science of physics is none too much to interpret adequately to us what is involved in some simple demand of the child for explanation of some casual change that has attracted his attention. The art of Rafael or of Corot is none too much to enable us to value the impulses

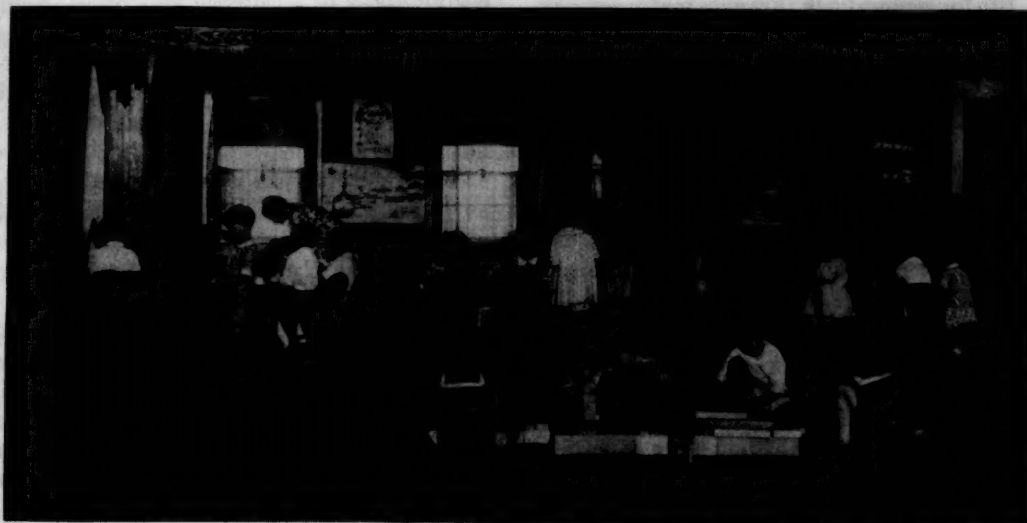
stirring in the child when he draws and daubs."

II

The opportunity we have to give the child his earliest impressions of life outside the home.

At first glance this may seem to be a trivial matter of slight importance, but close observation of the child's first days in the kindergarten will convince one to the contrary. Psychiatry and mental hygiene are awaking us to the effects of such apparent trivialities. What impres-

and untried world? Life requires no more stupendous an adjustment in later years! Some children meet it with ease, depending partly on the home from which the child comes and the kindergarten which he enters. Other children of sensitive temperament who have lived too closely and too intensely in a small family circle suffer danger of a serious emotional shock, if these too closely-knit home ties are ruthlessly handled in this introduction to a new, big, impersonal world. The kindergarten is not only the vestibule to the



ACTIVITY EXPRESSED IN MODERN ARCHITECTURE, EQUIPMENT AND PROGRAM.
BRADFORD HOME SCHOOL, WASHINGTON, D. C.

sion may a sensitive young child get of this "hurly-burly" old world of ours as he leaves for the first time the small unit of the family with the personal relations of the home? Is it a friendly world that welcomes him into a larger circle of human relations? Is the teacher a school mother—a mother on a larger but more impersonal scale? Does she realize the big adjustment he is making as he passes from the familiar circle of sisters and brothers, mother and father, into the larger circle of the school, where he meets strangers in a strange place? All of us have seen distressing evidences of the feeling that he may be deserted any moment by the family, and left to the mercy of an unknown

school, but the baby's introduction to a rough and tumble world in which his tiny self is but a speck on the horizon—a speck in danger of being lost in a universe suddenly grown big and impersonal. Do we sense the strain of this homesick, mother-sick, weeping baby terrified by his introduction to a strange life for which he finds himself ill prepared? Here is our chance to see to it that the new world he enters for the first time has all the injustice and cruelty of life toned down to the lowest key and reduced to a minimum. Let him meet the full blast later when adjustment is easier. To many children subject to emotional shock it is a matter of vast importance that this first emer-

gence from the home and mother be associated with a vision of life as good—a life in which the warmth of personal affection, happiness, and pleasure play the predominating part. The guiding spirit in this big, new world should be a highly intelligent but comforting and solacing maternal personality. She should be one who guides through justice, but justice tempered with mercy.

To get a right mind-set to life in the early years may have much to do with the right attitude toward the school and life in general all through mature years.

III

The opportunity we have to know the child's parents and secure their cooperation.

The third strategic opportunity offered the kindergartner is parental acquaintance and cooperation. The very helplessness, inexperience, and immaturity of the child as it enters the kindergarten for the first time requires the guidance, and protection of some member of the family in conducting him to and from the school. This is a big asset for both the parent and the teacher. They *must* know each other. No other grade teacher has such an opportunity thrust upon her for teacher-parent cooperation. In a large majority of cases the mother herself, either occasionally, frequently, or regularly brings her child to the school door and calls for him again at noon. Each meeting of parent and teacher is a golden opportunity for friendly intercourse in their common task—a chance for exchange of experience of great value to each. Just a bowing, smiling acquaintance means something. When we add to this an invitation for the mother to visit the school, or an invitation for the teacher to visit the home, greater results may follow. Conferences, and records or reports should be exchanged, and the two guides in the two worlds in which the little child lives and learns, better understand each other and the child in their care. The ideals and standards of

one must be gotten over to the other. Much misunderstanding may be prevented in this way. An opportunity to come to some mutual convictions regarding discipline and control in the home and school should result, reducing the inevitable strain thrust upon children living under two opposing regimes of government. Every kindergartner has observed children who appear as two different personalities under such circumstances. They are forced to learn to adjust to two contradictory conceptions of right and wrong,—two opposing views of obedience and punishment in home and school.

Parents must learn to look upon themselves as "home teachers", we as "school teachers". Each should welcome the other, not as a "nuisance" or "meddler", but as a co-worker. Just a word dropped to-day, as the child is turned over to the parent at the noon hour—followed by another to-morrow, and the child's life in his two worlds may be gradually unified.

The kindergarten was the first school to work with and for parents. It was an organic part of Froebel's original plan. We were pioneers in this field, but we are in danger of losing our birth right as it is passing over into the hands of those who are preparing themselves more scientifically in child psychology and "parent psychology". We can easily get into touch with the "parental guidance" movement as it is developing to-day. We must do so if we hope to utilize to the full the opportunity which comes to our door every day, as the child passes from the hands of the parent to those of the kindergartner.

Three opportunities in education are peculiarly ours—ours as no others'—namely, the privilege of having humanity in our hands in the beginnings of life;—to have the chance to give the first vision of life in the world outside the home;—and to work for and with those who have brought the new-born creature into the world. These are three golden opportunities for the child, for the parents, for ourselves, and for the school.

WHY DO BELLS AT CHRISTMAS RING?

Words by Lydia Avery Coonley Ward

Music by F. W. Root

Why do bells at
There a darling

Christ - mas ring? Why do lit - tie chil - dren sing? Once a love - ly shin - ing star
ba - by lay Pillowed on the fragrant hay, And His mother sang and smiled

Seen by shepherds from a - far, Gently moved un - til its light Made a manger
"This is Christ, the Holy Child." So the bells for Christmas ring, So do little

cra - die bright.
chil - dren sing.

By Request

The Nursery School Conference Chicago, October 24-26

Lee Vincent, Merrill-Palmer School, Detroit, Michigan

PROGRAM COMMITTEE

Mary Dabney Davis, *Chairman*
Rose H. Alschuler
Abigail Eliot
E. Lee Vincent
Lois Hayden Meek, *ex officio*

LOCAL COMMITTEE

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Katherine Dummer Fisher
Ethel Kavin
Eva L. Lawton
Lucia Morse
Mary E. Murphy
Lydia J. Roberts
Ruth Stevens
Alice Temple

ALTHOUGH modern life moves swiftly, we do not often have the feeling that we have seen history in the making. No one who had the privilege of attending the National Nursery School Conference at Chicago in October, however, failed to realize that a chapter in the History of Education had been written there. One part of the chapter concerns itself with development in conference method, one part with the achievement by a large group of an experimental attitude toward their own work, and one part with a significant crisis in Nursery Education.

The method of the conference was new to most of those who attended. Instead of listening to a long series of papers which presented other people's ideas, the members of the conference sat in small groups and discussed their own problems. A movement as new as the movement in Nursery Education has much to learn from each person who works with it. The discussion method permits each worker to make a contribution to every other and, in the process of expressing his ideas, to clarify his own thinking about his own problems. Since several national conferences have used the discussion method within the past three or four years with marked success, the program committee felt that much might be gained from using it for this conference.

The conference began Thursday morning, October 24, with a general meeting at which the discussion method of conference procedure was explained by Dr. E. C.

Lindeman and later demonstrated by Dr. Goodwin B. Watson, who used as his subject, "The Philosophy Underlying Early Childhood Education." After a brief introduction Dr. Watson threw the meeting open for discussion, with the result that eighteen or twenty questions were offered by the group for consideration.

Questions like the following indicate the general trend of the discussion.

How can nursery school children be trained to adjust to the world as it may be rather than to the world as it is?

Is routine justifiable in the nursery school? If so, to what extent?

Is excessive standardization of routine a danger?

What is meant by "integrating" the physical, mental, and social experiences of the child? Does any experience fail to do this?

What, if anything, does the nursery school contribute to the child that he does not get eventually without a nursery school?

How can one define the province of parents and specialists in the education of children? Does the parent have any unique rights?

Thursday and Friday afternoons were given to small group discussions on the following subjects:

- I. Social Adjustments of Young Children
- II. Music Expression of Young Children
- III. Language Expression of Young Children
- IV. Parent Education in Relation to the Nursery School
- V. The Place of the Psychiatrist and Psychologist in the Nursery School

VI. Problems of Food and Sleep
 VII. Play Activities
 VIII. Administration of Nursery Schools
 IX. Training of Nursery School Teachers

Any conferee could attend two of these groups.

Some of the general issues which emerged as the result of these discussions were formulated as problems for research. Among the issues and the proposals for research were:

Does adult interference with children's quarrels increase or inhibit self-control?

Should nursery school children devote the entire day to free play or should they be brought together in a group where adult cooperation is available?

What part do physique and physical energy play in social adjustment?

What differences appear in the social adjustment of different age groups? In language ability? In motor coordination? Etc.

Under what conditions should shock be resorted to in order to recondition behavior?

What forms does the musical expression of children take in singing? In rhythmic response?

Should a child's attendance upon a music group be voluntary or required? Upon a story group? Upon group discussions?

Is parent education one of the essential functions of a nursery school?

Is a nursery school justified in developing and using techniques which are not likely to be used in the home?

What are the specific functions of the psychologist and the psychiatrist as compared with those of other specialists in nursery schools? As compared with teachers?

Should nursery school meals be set up as ideal meals around which the parents should build menus, or should the nursery school simply supplement home diets?

How far should the child's natural appetite determine the amount of food eaten? To what extent should social pressure be used to get the child to eat? Is the clean plate doctrine justifiable.

Should there not be more diversity in types of play materials and other equipment used in various centers in order to avoid a too early standardization of equipment?

Is the time really ripe for the encouragement of nursery units in public education or should an attempt be made to maintain them only in experimental situations?

Should there be a differentiation in levels of training for teachers who fill different types of positions?

How can the selection of students for training in nursery school work be put on an objective basis?

What should be the content of training courses? How much actual practice with children should be required?

As was to be expected, some groups had much more stimulating discussion than others, the amount and quality of the discussion apparently depending upon the size and heterogeneity of the group, the skill of the leaders, and the degree of interest aroused.

Friday morning allowed time for visits to several centers of interest, the trips being made pleasant and extremely profitable through the efficient planning of the local committee, headed by Mrs. Rose H. Alschuler. The banquet Friday evening was opened to non-conference people and was well attended. Greetings were extended by such leaders in the field as Miss Hill and Mrs. Woolley of Columbia University, Miss White of the Merrill-Palmer School, Miss Temple of the University of Chicago, Miss McLin of the Child Education Foundation, and Miss Hodsman of the Stockwell Training College in London. Dr. John Anderson of the University of Minnesota gave a most thoughtful paper on "The Practical Bearing of Current Research in Child Development on the Education of Children in Home and School." Dr. W. E. Blatz of the University of Toronto contributed much of value in his paper, "Clinical, Social, and Educational Implications of Mental Hygiene."

Conferences seem to have at least four general purposes:

1. To provide personal contacts
2. To increase group solidarity
3. To stimulate thinking
4. To bring knowledge up to date

There seemed to be a general feeling that the Chicago meetings had succeeded as well as the more traditional type of conference in providing personal contacts, had succeeded perhaps somewhat better in increasing group solidarity, and had not succeeded at all in bringing knowl-

edge up to date. It was in the third objective that this type of conference seemed most successful, since even in the groups where discussion was least animated a quality of thinking took place which is unusual in the more traditional type of paper-reading conference.

The summarizing committee, reporting through Dr. George D. Stoddard at the general meeting held Saturday morning, agreed that the Thursday and Friday discussion groups gave evidence that rather large groups of people carrying on discussion together could progress fairly rapidly in skill with the discussion technique, and could clarify the issues which were of importance to them and upon which they desired definite informa-

tion. The committee also agreed that the groups had tended to become less dogmatic and more open-minded as discussion progressed; had, in fact, achieved a penetrating insight into their own problems, a healthy humility in the realization that few nursery school practices have as yet been supported by experimental evidence, and a clearer understanding that teacher and specialist are facing the same issues and endeavoring to answer the same questions. Two groups reported that they would from that time forward maintain a questioning attitude toward even the simplest nursery practices, and agreed to try some cooperative experiments which the teachers themselves could carry forward.

REPORT OF BUSINESS MEETING

LOIS HAYDEN MEEK, *Chairman*

The conference had one item of business to transact. What should be done with the National Committee on Nursery Schools? Should it be continued or should some other form of organization be developed for those connected with nursery schools. At the opening meeting of the conference the chairman suggested certain possibilities of action:

1. To continue the present situation of a loosely organized National Committee on Nursery Schools.
2. To organize a National Association of Nursery School Workers.
3. To organize a National Association for Nursery Education which would include those who were interested in other forms of education for children under four besides the nursery school.
4. To join with the International Kindergarten Union and the Primary Council in a new organization under some such title as "Association for Early Childhood Education".
5. To organize a Council of Nursery Schools in which membership would be through the institution rather than through the individual.
6. After organizing as an Association of Nursery School Workers or an Association for Nursery Education to affiliate with the International Kindergarten Union and the Primary Council in a Council of Childhood Education.

The conference members were asked to consider these possibilities and be ready for discussion at the Saturday morning business session. At this session an unusually fine discussion took place. For one hour and a half those interested in the education of children below four years of

age discussed objectively what would be the best type of organization to further these interests. The day of the loosely organized national committee seemed to have passed. Members of the conference wanted something tangible to which they might belong and in whose policies they might take a more active part. The question resolved itself into what kind of organization seemed most feasible at this time. It became evident that this group was not alone made up of nursery school teachers but included as well psychologists, nutritionists, pediatricians, nurses, social workers, home economics administrators. All of these people were concerned in developing an organization which would give them an opportunity to integrate and bring together their varying approaches to nursery education. The movement is so new that as yet those representing the different aspects of child life have not become acquainted and have made little headway in analyzing their relation to each other and to the field of child development.

Many objections were brought out to forming another organization. Those who were concerned with the training of nursery school teachers found themselves in a particular dilemma because of their concern with continuous training for nursery, kindergarten and primary teachers.

Little doubt seemed to be expressed that eventually, if nursery schools become a part of public school programs, these three groups must be one. For the present, however, the group almost unanimously began to believe that some form of separate organization which would be an agency for helping the small group engaged in nursery education to work closely together would

be most feasible. It was therefore voted, by a vote of 80 to 5, that:

I. There be formed an organization for those interested in nursery education which shall be called the "National Association for Nursery Education".

II. A National Committee on Nursery Schools be retained until September 1, 1930, at which date it shall become the Executive Committee of the new organization.

The duties of this committee shall be:

1. To draw up a constitution and by-laws for the new association. This constitution shall operate informally from September 1, 1930, until the next conference, when it shall be submitted for consideration. The next conference shall be called in approximately two years. Members shall begin to be enrolled in the new organization on September 1, 1930.

2. To plan such conferences and undertake

such activities as they deem wise and necessary for the progress and improvement of nursery education.

3. To cooperate with other agencies which are concerned in a larger program of early childhood education.

The National Committee selected to work on the problems of organization were as follows:

Lois Hayden Meek, Chairman

Rose H. Alschuler, Secretary

John E. Anderson

William E. Blatz

Mary Dabney Davis

Abigail A. Eliot

Marie Belle Fowler

Arnold Gesell

Christine Heinig

May Hill

Patty Smith Hill

Emma Johnson

Harriet M. Johnson

Elizabeth Moore

Harriet O'Shea

Anna E. Richardson

George D. Stoddard

Charles W. Waddell

Edna Noble White

Helen Thompson Woolley

For the Teacher of Beginning Reading

ROWNA HANSEN

Washington, D. C.

PRINCIPLES underlying learning in general apply to any one phase of learning. Readiness is one of the essential principles and the six prerequisites to reading given below are factors of that readiness.

Reading readiness is not acquired at a definite time nor in a defined way, it develops with the child's widening social contacts and his language acquisitions. Such readiness is based upon an accumulation of experiences in the home, outside the home and in the school.¹ It is, then a gradually developing process, a continuity of experiences, just as is living.²

Six prerequisites of reading which constitute the elements of reading readiness, have been set up by a National Committee.³ In brief, they are: wide experience; reasonable facility in the use of ideas; ability to speak with ease and freedom; vocabulary enough to recognize meaning of words or word groups; accuracy in

enunciation and pronunciation; desire to read. Taking these factors in the order in which they are named, it may be helpful to the average teacher to define them in terms of educational practice.

First, "*wide experience*" is essential in that it enables the child to better interpret and appreciate both his own and the experience of others.

A child whose pre-school horizon has never extended beyond his own front gate is handicapped. His progress is retarded by not having sufficient information when it is most needed. Neither does he grasp meanings as readily nor comprehend and adapt them. These concepts may be gotten through vicarious experiences, but if the child gets them through first-hand information, they are more permanently fixed. Another child who has travelled about, had contacts with a variety of persons, and been encouraged to investigate and experiment is better equipped socially and mentally. During those wide experiences he is gaining physical control which frees his mentality. He is more at ease in new surroundings; his own basis for com-

¹Twenty-Fourth Yearbook of the National Society for the Study of Education. Part I.

²Kilpatrick, Dr. William: Education for a Changing Civilization.

³Twenty-Fourth Yearbook of the National Society for the Study of Education. P. 27.

parison is more inclusive. His readiness for reading is evidenced earlier than that of the first child. The richer his pre-school experience, the more he will develop in the Nursery School; the richer his Nursery School experience, the more he will grow in the Kindergarten; the richer his Kindergarten experience, the more he will learn in the First Grade, etc. "Wide experience does more than aid in the interpretation of life situations; it also contributes to the development of power to interpret effectively what is read."⁴ Experience involving social, physical and mental activities in the Nursery School, Kindergarten and Primary Grades, then, assures a foundation of outlook, information and interest for the work in reading.

Second, "*reasonable facility in the use of ideas*" is an outgrowth and a measure of the child's breadth of experience. He must have ideas in order to express them. The word "aeroplane" to one child may merely mean an object moving through the sky. To another child of the same age, it may call forth a number of specific ideas. The first child probably has had no contact nor experience with an aeroplane; the second child may have been in one, been taken to the field when various models were there, heard them discussed by adults, seen pictures of them at the Movie and in magazine and papers, had his question about aeroplanes answered by an interested adult, etc. Obviously, this child has far greater facility in the use of the idea "aeroplane." The same principle would hold with information of any sort; his use of it depends entirely on his comprehension of the idea, is based on his experience with it.

Third, "*ability to speak with ease and freedom*" is the result of having something to talk about, something about which the child knows enough to express his own opinion, and having the words with which to express it. He must not be hampered by a lack of ideas nor in the

number of words he has at his command to say what he has to say. A child is just as conscious of a sense of limitation in experience as is an adult, the important thing is to equip the child so that a self-consciousness will not occur. What makes for ease and freedom of speech? It is the assurance, conscious or otherwise, that one knows something about the matter under discussion. A child is always ready to tell what he knows about the right kinds of foods for children, or automobiles or what not. If he repeatedly says: "I don't know what you mean", the parent or teacher realizes that an adjustment must be made, it must not occur too often. In both the home and the school then, the child should be encouraged to express his views, new bits of information can be given him about the things that interest him, and his numerous questions should be answered. It is equally helpful to have him hear only the simplest and best English clearly used. He is an imitator and his fluency of speech will largely reflect that of those with whom he spends his time.

Fourth, "*vocabulary enough to recognize meaning of words and word groups*" is the factor which determines his ability to speak with ease and freedom and might well have preceded the third point. His first vocabulary is, of course, acquired at home; if it is narrow, he has that much more new information to master when he reaches school, than his friend who already has a more extensive supply of words and word meanings. The child who has an outstandingly large speaking vocabulary, not only is ready to read before the average child but his actual progress in reading is more rapid. The explanation is that he has "vocabulary enough to recognize meaning of words or word groups." It has been said that children's vocabularies between the ages of two and five increase five hundred per cent.⁵ Dr. Brooks says: "The child on entering school at six years of age has obtained from first hand, personal experience (1)

⁴Thorndike, Dr. E. L.: *Journal of Educational Psychology*, June, 1917.

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a fairly definite knowledge of the meaning of many words which he hears spoken; (2) a less definite knowledge of other words; and (3) a still less definite idea, or even a wrong notion of the meaning of many other words."⁶

Fifth, "*accuracy in enunciation and pronunciation*" make for good speech rather than fluent speech. Since reading ability grows out of language, the two are closely related. It is now accepted by many reading authorities that all reading, silent or oral, is vocal. The accuracy of visual impression, therefore, is dependent upon the accuracy of a preceding auditory impression. All the more reason why teachers and parents should be distinct in their diction. We are amused at the child who mispronounces a word or lisps a bit when in reality this amusement encourages a repetition which starts a wrong habit.

The sixth and last prerequisite is the child's "*desire to read*." Every teacher of beginning reading knows this to be true. Until the interest of the child is secured and his attention held, learning does not take place. Such a desire or lack of it is largely influenced by environment, it is a matter of exposure. Reading readiness depends greatly upon the desire to read.

Reading readiness can be built; we can show the continuity of the process. A child's like or dislike for books is largely determined by his home experience with them. Then too, if he observes other read and deriving enjoyment therefrom, he learns to think of reading as a part of living. If the family library would provide a table for the young child and this table be kept supplied with new material, the result would be interesting to note. The parent reads and tells stories from books with interesting illustrations, this will one day make the child desire to read them for himself. If this book is left open at the illustration, the child will

pick it up, handle it and learn the enjoyment of turning the pages. At some stage, he will ask: "What does that say?" He may refer to a billboard, the name on his tricycle or a newspaper heading. He has expressed a need for knowing the meaning of the printed word. This step may occur at any age, its significance is great and his mother or teacher will say: "Let us read it together." The wise person never forces such a situation but recognizes it and is ready for it when it occurs. The child has been told what is says, and the grown-up later makes an opportunity for him to "read" it to someone else.

In the Kindergarten he is "exposed" to printed matter constantly. Many things are labelled; supplies, cupboards, furniture, apparatus, etc. Little or nothing is said about this the first part of the year, but the child grows to accept it as something new and interesting; his curiosity will be aroused and his interest will be secured in the most unexpected ways and at the most unexpected times. Labels are left on posters; printed and illustrated rhymes are placed on the bulletin board; the library table is well supplied; toward the close of the year the more advanced group may be given a few simple printed directions and possibly a simple "experience" story. Reading is seldom taught but the child is exposed so that readiness may be detected.

In the First Grade early lessons are based on children's experiences. "The general aim of early lessons based on familiar experience and activities is to introduce pupils to reading as a thought-getting process and to develop a sight vocabulary of frequently recurring words. The justification for the use of such lessons lies in the fact that the more interesting and familiar the experience, the more personal attitude there will be to carry over and attach to the printed word."⁷

⁶Brooks, Dr. Fowler D.: Baltimore Bulletin of Education, April, 1926.

⁷Brooks, Dr. Fowler D.: The Applied Psychology of Reading. P. 63.

⁸Judd, Dr. Charles H.: Reading: Its Nature and Development. P. 182. Supplementary Educational Monographs, Vol. II, No. 4. University of Chicago.

During the first few days of school objects about the room are labelled and duplicate cards of these words placed where the child can use them. A few notices of interest are placed where the child can see them, usually on a low bulletin board. These are commented upon but no attempt is made to teach them. When the teacher has determined what common past experiences the children have had, she uses a few of the outstanding ones as material for a simple reading chart. The children illustrate and plan the story but the teacher edits it that it may be simplified and prepared for a reading lesson. When the children as a group share a common experience it is recorded in a similar way. After a few such lessons the children assume the responsibility of not only contributing the story but editing it as well, under the teacher's supervision. The teacher provides a repetition of phrases if possible from day to day and when the formation of the first underlying habits of fixation and eye sweep have been begun, she provides duplicate sentence cards for matching purposes. All this printing is done with a large size printing press.

As the children's interest span lengthens, stories may be continued from day to day and kept in book form. Individual copies of the day's story chart are provided as soon as the child is independent enough to read them for himself. When the teacher finds her group ready for the beginnings of "phrase consciousness" she provides duplicate phrase cards as well as sentence cards. At about this stage individual reading books are made and the teacher has had opportunity to make a temporary grouping of her class. This beginning stage of First Grade reading is called "experience reading" because an attempt has been made to secure the interest and to hold the attention of all the children through the discussion and printed presentation of material within their experience and comprehension. No definite attempt has been made to build

a word vocabulary, some children have, however, learned certain words through their repetition.

This type of reading is usually employed anywhere from two to ten weeks at the beginning of the school term. The first story in the pre-primer is presented in chart form that the transition may be simplified. The building of a definite word vocabulary is now one of the objectives the teacher has in mind. With the teacher who has kept records of the chart reading and provided for the use of words of frequent occurrence in primers, the transition is very easy for the children. The teacher either follows partially or explicitly the directions given in the Manual for the book in use or employs her individual method. One or more pre-primers are usually covered before a primer is used; one or more primers are usually covered before a First Reader is started. The number of books read during the first year varies with different schools.

Supplementary types of reading are used as the children's abilities warrant their use. These include a wide variety of reading games, the individual reading of books and stories, the reading of bulletin board notices, directions, announcements, invitations, etc. The greater amount of printed material to which the child is exposed, the greater will be his felt need for the mastery of reading. The essential thing to be kept in mind is the provision of *quantities* of very simple and vitally interesting material.

This description gives a general notion of the procedure of the beginnings of reading based on the readiness which has developed and grown through home and Kindergarten experiences. Through the whole experience provision has been made for the expression and use of ideas. Children have been encouraged to enlarge their vocabularies and to speak clearly and freely. Interests have been capitalized and a sustained desire to read has resulted.

Practical Ways of Educating Parents to the Value of Physical Hygiene

(Continued from the November Number)

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THE DEVELOPMENT OF THE PROGRAM

It is not to be wondered at that the first positive efforts made to promote the health of children by the education of parents emphasized the importance of infant care. The infant mortality rate had called our attention to the need and the complete helplessness of the infant, made the entire responsibility a parental one. At about the same time schools were becoming concerned with the physical condition of the school children, but the number of defects to be corrected was so appalling that the effort was remedial at first rather than educational. It was inevitable, however, that an educational program would evolve from any successful effort to get defects corrected since the parents had to make the decision in regard to corrections and therefore had to be convinced of their importance.

In the years since the school health program was first undertaken there has developed a health education program with the children as well as with the parents and into this aspect of the work the teacher has been drawn and can take a most active part. The room teacher, the science teachers, the home economics teacher, the physical education teacher can all inject into their teaching the running thread of a health lesson which relates their subjects to living and makes health a vital thing with which the children could be concerned.

They cannot, however, do this unless they themselves have been injected with the idea of health which arouses a con-

sciousness of its value. Teachers, who in their early training receive nothing of this idea in their normal schools or colleges have become inoculated as parents and the general public have become inoculated and insofar as they are receptive to new ideas have they taken this unto themselves and made health a part of their teaching program. Many a school even though for some time there had been medical inspection of school children, was first awakened to the educational possibilities of the program with their consequent responsibility in regard to it at the time of the Children's Year. That nation wide campaign following close upon the draft examinations which showed so many physically unfit aroused the public to a realization of the importance of health which has carried us far beyond that first war consciousness of unfit soldiers.

The Child Health Organization, since become a part of the American Child Health Association, undertook a definite publicity program to arouse schools to their responsibilities and opportunities for spreading the gospel of health, for in the first days it was indeed just that, a gospel. Publicity methods change as the public becomes enlightened and aware of their needs and so today the publicity methods are not the same as those of ten years ago. There is less need of persuasion and the public is in a receptive frame of mind for a sound body of fact.

The nutritionist already a member of the teaching profession was ready to permeate her lessons with the underlying

principle of health. The biology teacher has seen her chance, the physical education teacher has countless opportunities to relate all her teaching to healthful living and the school physician and nurse can and should play their part in promoting a health program in the school. The remedial work which they have had to do in the past should take a less and less prominent place in their program because with an increased knowledge of how to live there should be less need for remedies, and physician and nurse should use their knowledge to promote the school program in teaching the art of wholesome physical living. It becomes, not the duty of one teacher, but the responsibility of all, for health must be demonstrated and the lessons made vital in the physical setting of the school from toilet facilities to gymnasium, at the drinking fountain and at the school lunch counter and it must be practiced by teacher and pupil together. A school cannot successfully teach health



COOPERATION IN THE PRACTICE OF PHYSICAL HYGIENE. HANNA NURSERY SCHOOL, CLEVELAND, OHIO

which puts its children in unhygienic surroundings.

The opportunities for arousing in children an appreciation of health are endless if once the teachers of a school are thoroughly convinced of its value. The world no longer believes that mental superiority

finds its natural habitat in physical inferiority but rather that physical fitness and mental fitness should go hand in hand if the individual has been truly educated.

Health statistics can come into the arithmetic lesson, weights and measures of human beings and their relation to health can be as interesting or more interesting than the weights of grocer's commodities. The man who has governed his body wisely to serve wise ends can be found among the heroes and made to serve a health purpose. Chemistry and Physics, History, there is no subject in which there is not found some health implication which can do much toward building the right attitude toward health a matter of as great importance as acquiring facts about health.

That one cannot teach health unless one understands health should go without saying and that such an understanding does not come with the instinct for self preservation is as true as that "mother instinct" cannot be relied upon to give the baby proper care. Teachers need a body of fact to equip them to meet their responsibility in physical hygiene.

Normal schools are today concerned with this type of preparation for the teacher and the Health Education Division of the American Child Health Association has made this preparation of the teacher one of their particular projects.

The school health work done by physician and nurse can be of practical value to the teacher and can give her a knowledge of a child which should be essential to her understanding of him, especially in cases where there may be a physical defect at the root of his behavior. Much can be learned by witnessing the physical examination and although this often is not practical, the effort should be made, at least, to share with the teacher the knowledge of a child's physical condition which the examination gives. Physical records should be an accepted part of the body of knowledge which the teacher should have of the child in order that she may

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For those teachers who have not been fortunate enough to have special training in health education there are various opportunities for supplementing their training. There is, as for parents, the printed

home to the mother which results perhaps in a change in family diet.

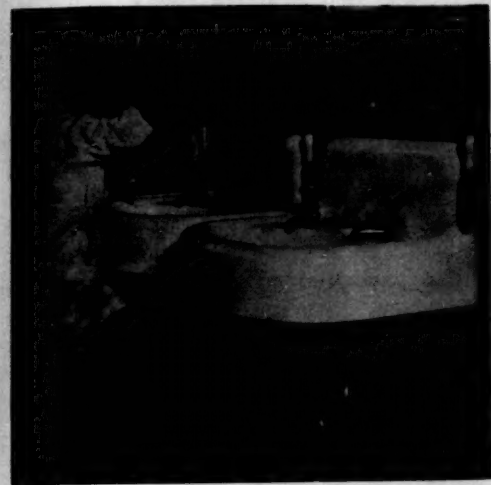
The Parent-Teacher meetings offer another opportunity for the teacher to help in parental education as well as to share with parents in learning something about physical hygiene, if speakers are secured for that subject. Parents and teachers can learn to work together to promote the physical health of the children by having a common understanding of its importance and a similar knowledge of how it may be attained. Knowledge of its attainment is not a static thing. New facts are being constantly discovered which we must take into our consciousness when they have been proven and act upon. Like Alice we must run in order to stay where we are and that should be in the vanguard if we are to be the leaders of the army of the young.

THE PRE-SCHOOL CHILD

The program in teaching infant hygiene and the health work in schools grew and developed, but for years the so-called pre-school child received little attention from the point of view of physical care as well as from an educational point of view, and it is to the care of the pre-school child especially that the nutritionist has made a much needed contribution.

A program in teaching the physical care of the infant inevitably led backwards into a program for prenatal care and logically led forward into a program for teaching the care of the pre-school child. The high infant mortality rate in the first weeks of life drew our attention to the importance of teaching prenatal hygiene and today any well rounded program for teaching parents in regard to the importance of physical hygiene includes teaching the importance of prenatal and obstetrical care and what it means and also the importance of safeguarding the health of pre-school children and how it may be done.

The Nursery School should be mentioned at this point as a means of educating parents in regard to the physical care of



INDEPENDENCE IN THE PRACTICE OF PERSONAL HYGIENE. HANNA NURSERY SCHOOL, CLEVELAND, OHIO

word, and special material has been prepared to help teachers with their particular problems.

Teachers' meetings and teachers' institutes offer excellent opportunities for learning something about the importance of physical hygiene and how it may be taught. State departments of health, of education and of extension have people on their staffs who can give help to the schools. The Dairy and Food Councils have been of great help to teachers in various instances and have published material which is particularly fitted to school children.

Teachers can, in fact, become parent educators as well, for the educational work in the schools, while not strictly parental education, is indeed pre-parental education and practical experience has shown us that it has a certain value as parental education as well. The child who has learned in school something about the importance of vegetables carries a lesson

their children since the Nursery School group is drawn from this so-called pre-school age group.

For those parents, comparatively few in number though they are, whose children attend a Nursery School (especially if it is one organized for research and for teaching child care), there are unusual opportunities for learning. The school shares the knowledge which it has of the children through conferences between the parents and the various specialists on the staff, through the formation of study groups, through reports on the physical growth and general condition, and through the opportunities it offers to the parents for observation of the child under school conditions. In these important years when many of the child's attitudes and habits in regard to physical living are receiving a "set" perhaps for life the parents see through the eyes of others and through their observations of school methods how they may be influencing these attitudes in a harmful way by the methods which they are using.

The scope of the program for parental education in physical hygiene has enlarged, the teaching force has increased from doctor and nurse to include nutritionist and teachers, the number of pupils has increased, the number of organizations both public and private that are concerned with this problem has increased, the facilities for reaching the public have increased but both methods still continue to be practiced, that is, individual instruction and group instruction and both seem to be a necessary part of the program.

SOURCES OF MATERIAL

Organizations especially concerned with the problem have contributed much in the way of material which can be used for teaching purposes. Bulletins are published by state and federal governments, growth charts, developmental records and score cards have been issued which will

stimulate the interest and educate parents as well as children. Pamphlets and posters have been published by private organizations and even commercial organizations which can be used effectively in educating the many types of people who are represented in parenthood. A partial list of sources for such material is appended.

THE IMPORTANCE OF EDUCATION FOR FATHERS AND OF PRE-PARENTAL EDUCATION

The fact that the physical care of the children has largely been the responsibility of the mother has meant that it is the mothers who have been the point of attack in this particular educational project and the fathers have received their education vicariously or not at all. Group work with fathers has not grown to any great extent; they have, however, received some individual instruction from the home visitor, whether physician, nutritionist or nurse and they have, also been influenced by the general publicity to which they have been exposed. It may be that we can never hope to give them as much instruction as the mother should receive but it is obviously important that they should at least be educated to the point of realizing the importance of physical hygiene in order that they may cooperate with and further the mother's efforts for good physical care for the family.

That parents, both fathers and mothers, need to be educated before they become parents is the fact that has impressed itself upon those who are concerned with parental education. The health education program in the schools, the group work which features health carried on with children under the auspices of various organizations, the courses in child care introduced into High Schools and Colleges are all part of the foresighted movement for educating parents before they are parents and in this work is it not possible and right that boys should participate as well as girls?

Suggestive Curriculum Material for the Four and Five Year Old Kindergartens

Wisconsin State Kindergarten Association

SERIES I

(Continued from November)

CURRICULUM COMMITTEE

CHAIRMEN—Miss Louise M. Alder, State Teachers College, Milwaukee, Wisconsin.
Miss Caroline W. Barbour, Teachers College, Superior, Wisconsin.

SPONTANEOUS DRAMATIC PLAY

Dramatic play from its beginnings in the gesture stage on through the imitative, dramatic plays of the Kindergarten age, is important in its language aspects.

Dramatic play is not always *communication*, especially at the four year level, when it is largely individual—but it is, nevertheless, *expression*.

In his spontaneous dramatic play the child gives expression to his ideas about household occupations; he reproduces according to his impressions such activities as sweeping, washing and ironing, setting the table, washing dishes. And in like manner he imitates the activities of the carpenter, the grocer-boy, the store-keeper, the locomotive engineer. He plays he is a boat, a train, an auto, a horse.

Through such play materials as household toys, screen or block houses, tables, chairs, dishes, bed, ironing-board and iron, broom and dust-pan, dolls and dolls' clothes, the child's interest may be directed to the various phases of family life and community life. The imitative dramatic play growing out of these natural interests leads the child to a clearer interpretation and organization of experience, and a more adequate expression of ideas.

The four year old child frequently finds himself sole actor in a series of informal dramatic plays. He is the engineer, the whistle, the steam, the locomotive itself, finding his chief interest and delight in the activity involved. The five year old child, who has organized his experiences more definitely, enters into character play, imitating consistently the activities and conversation of the mother, the father, the doctor, or other characters who make up the cast in his simple drama.

Informal situations and suggestive materials which stimulate spontaneous dramatic play should be offered as a part of every Kindergarten program, as this is the most characteristic activity of this period of childhood.

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Denver Kindergarten Monograph, Denver Public Schools, pp. 30-36, 44-47.

CHILDHOOD EDUCATION

EDUCATIVE OUTCOMES

APPRECIATIONS, HABITS, SKILLS

FOUR YEAR OLD GROUP

Pleasure in spontaneous dramatic play as a means of expressing activity.
Increased interest and pleasure in social situation.

FIVE YEAR OLD GROUP

The same outcomes as those listed for the four year old group, at a higher accomplishment level, plus
Increased ability to organize experience.
Increased ability to express ideas.
Increased skill in use of materials.
Increased ability in making social adjustments.

LEARNING

To share toys.
To put things away after play.
To participate in group play in small groups and for short periods.
To adapt environment to play needs.

LEARNING

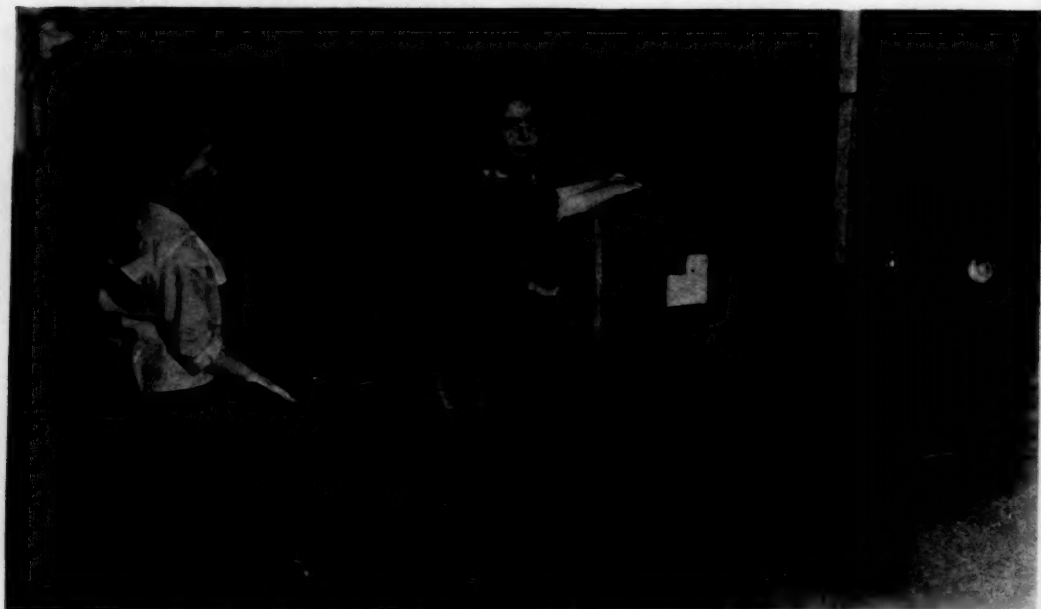
To play at one thing for longer periods of time.
To plan and organize plays.
To assume responsibility for characters.

DRAWING AND LITERATURE

Drawing and painting, at the four and five year levels is primarily language. In childhood drawing is almost as universal a means of expression as are speech and play, and wide opportunity should be provided for the cultivation of this type of activity and expression.

Children should have free access to large wax crayons, large sheets of news print, blackboards and white chalk. Fresco paints, large brushes, and easels offer added possibilities for use of color, which is a source of great delight to children.

The first drawings or paintings of children are not expressive of ideas but of pleasure in the movement and activity involved. In this "scribble stage" a paper covered with marks will satisfy the child as a means of expression.



SPONTANEOUS DRAMATIC PLAY, GRAND RAPIDS, MICHIGAN

Soon the marks will take on a meaning as some likeness of a familiar object will be discovered by the child in his mass of scribbles and he names his "symbol" a man—a dog—a horse. Later still objects are drawn with an intent to make them look like the thing they are meant to represent, and in this schematic stage objects and situations are depicted with greater clarity and realism.

Children of the four and five year levels draw what they know and what they are interested in, rather than what they see. Such inconsistencies as tables, chairs, staircases that can be seen through the walls of the house, or details made very prominent by size and color, do not impress children as misrepresentations. They are important because of the child's experience with them and his interest in them.

Too much stress should not be laid on correcting expression in the beginning. This is just a stage to be passed through, and it will work itself out as experiences become more organized, and ideas become clarified. The important thing is to give the child rich experiences and wide opportunities for clarifying his ideas and interpretations through expression.

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EDUCATIVE OUTCOMES

APPRECIATIONS, HABITS, SKILLS

FOUR YEAR OLD GROUP

Pleasure in activity and use of crayons, chalk, etc.
 Beginning pleasure in expressing ideas through these materials.
 Beginning pleasure in creating.
 Increasing ability to express ideas more clearly, scribble growing into likeness of an object or idea.
 Preparation for pleasurable and worthwhile use of leisure.

LEARNING

To get materials and put them away.
 The proper care of materials.

FIVE YEAR OLD GROUP

Those outcomes listed for the four year old group, at a higher accomplishment level, plus:
 Marked pleasure in expressing ideas with crayons and paints.
 Marked increase in ability to picture ideas with clarity.
 Increased skill and control in use of materials.
 Increased interest in the work of others.

LEARNING

To give, to take, to use constructive criticism.

PICTURE BOOKS AND PICTURES

The aims in providing picture books and pictures are the same as those for providing stories, poems and rhymes, and other language materials and situations. Some of the more specific aims follow:

Pleasure in looking at pictures.

Pleasure in color.

Appreciation of fine books and beautiful pictures.

To create interest in books and in reading situations.

Broadening interests through pictures of people of other countries, various trades and occupations, flowers, birds, animals, and other Nature subjects.

Preparation for valuable and enjoyable use of leisure.

A part of the Kindergarten should be devoted to the uses of a Library Corner in which there are tables, chairs, books and pictures, and a place to keep books and pictures.

BOOKS

LINEN BOOKS WITH LARGE, BRIGHT COLORS

FOUR YEAR OLD GROUP

Auto Book, Sam. Gabriel Sons.
 My Railroad Book, Sam. Gabriel Sons.
 My Book of Birds, Sam. Gabriel Sons.
 Peter Rabbit, Sam. Gabriel Sons.
 The Three Pigs, Sam. Gabriel Sons.
 The Three Bears, Sam. Gabriel Sons.
 Four Footed Friends, Sam. Gabriel Sons.
 Night Before Christmas, Sam. Gabriel Sons.
 Animal Pets, M. A. Donahue, Chicago.
 Farmyard Friends, M. A. Donahue, Chicago.
 Mother Goose Favorites, M. A. Donahue, Chicago.

FIVE YEAR OLD GROUP

The Real Mother Goose, Rand, McNally Co.
 Peter Patter Book, Rand, McNally Co.
 Goosie, Goosie Gander Series, Rand, McNally Co.
 The Farm Book, Houghton, Mifflin Co.
 Little Black Sambo, M. A. Donahue Co.
 Three Little Kittens, M. A. Donahue Co.
 The Sea Shore Book, Houghton, Mifflin Co.

PICTURES

(Mounted for the Library Table or Hung low on the walls)
 Of animals, flowers, gardens, country, birds, butterflies.
 Of familiar stories.
 Of social situations in the home.
 on the street.
 Of things being done by grown-ups or by children.

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Children should have access to the Library Corner during free period for work and play, and during other times of the day when they need rest, quiet, and composure—looking at pictures, turning leaves, asking about the pictures or stories, listening to stories about the pictures, telling their own stories about the pictures, saying rhymes and verses suggested by the pictures, etc.

Often a regular "library period" makes up a part of the day's program at which time the teacher and a small group look at books and pictures, tell stories about them, and enjoy their beauty.

It is wise not to put out too many books or mounted pictures at one time. If there are numbers of them, the tendency will be for the children to rush through books and pictures hurriedly, getting little pleasure or benefit except in the activity. If only a few books and pictures are in evidence at one time, the habit of more interested observation will be stimulated. After a time, they may be put away and others brought out. This is an economy in book material, and more important, interest will be kept high, and the child will be led to the formation of right book habits and appreciations.

Book and picture experiences are very valuable as language situations, and can be used with interest and value in supplementing experiences of the work period, music period, and all language phases.

The child's response to pictures is indicative of mental level. The younger children respond largely with enumeration, the recognition of an object in enumeration and bits of description which involves putting together the elements of the picture recalling its name; the older children respond with a mixture of elements in a picture. A few of the more advanced children will respond with mixtures of description and interpretation.

Of course, some pictures stimulate one particular type of response, as some lend themselves to enumeration, some to description, and others to interpretation. These various types of response are interesting to note in consideration of individual differences.

EDUCATIVE OUTCOMES

APPRECIATIONS, HABITS, SKILLS

FOUR YEAR OLD GROUP

Pleasure in looking at pictures.
Increasingly intelligent appreciation of the story told by the picture.
Broadening of interests.
Beginning appreciation of colorful pictures and story books.

LEARNING

To listen quietly for short periods of time while others are telling about a picture.
To contribute a share in a social situation.
To care for books properly—
to turn pages carefully.
to keep books and pictures clean.

FIVE YEAR OLD GROUP

Those outcomes listed for the four year olds, with increased ability and appreciation, plus:
Beginning interest in reading *situations* (not necessarily in reading).
Growing appreciation of story books and colorful pictures.
Growing ability in asking increasingly more intelligent questions about pictures.

LEARNING

To open books carefully.
To mark places with a book mark.
To put books away carefully.



Bradford Home School, Washington, D. C.

STORIES

The specific aims in story telling are:

- Pleasure in listening to stories;
- Pleasure in telling stories for the enjoyment of other people;
- Pleasure and interest in good literature;
- Preparation for enjoyable and worthwhile leisure.

To stimulate a natural interest in stories, the Kindergarten provides pictures, picture books, story-books, and a wide variety of experiences that are of interest to children.

The story teller should first select the best version of the story to be told. She should study the story until she is able to repeat certain words and phrases that make up the repetition and alliteration in the story. In this way she can devote her entire thought to giving the story to the children in the most interesting way.

The story must be adapted in form and content to the interests of children at these levels of maturity. It must deal with incidents, objects, and characters which the child can understand. It must be short, simple in form, and must contain much repetition and action. There should be little description in stories for these levels, and the description that is used should be vivid and clearly drawn. The ending should be a happy one and should not appeal too strongly to any one emotion. All forms of horror and fright should be avoided. The story should be ethically strong, true in its natural consequences, and depicting the positive results of right reactions.

Some stories will stimulate children to draw certain incidents related, some will be stimulated re-telling the story, while others will suggest informal dramatization of the story. Any other form of dramatization except that of spontaneous, informal response comes much later in the grades.

Children enjoy telling original stories. Sometimes they will tell about things that really happened; sometimes they tell of imaginary happenings, and sometimes a story heard will suggest similar tales with different settings or incidents.

Stories should always represent the worthwhile in literature, and should be selected with the utmost care since they are definite influences in setting standards for appreciation of expression of correct use of English.

BIBLIOGRAPHY

- Language and Literature in the Kindergarten and Primary Grades, Troxell, pp. 24-40.
 Literature in the Elementary School, Porter L. McClintock.
 How to Tell Stories to Children, Sara Cone Bryant.
 Art of the Story Teller, Marie Shedlock.

SUGGESTIVE BOOKS OF STORIES

SUGGESTIVE BOOKS OF STORIES

- Peter Rabbit, M. A. Donahue Co., Chicago, Illinois.
 The Three Bears, M. A. Donahue Co., Chicago, Illinois.
 The Three Pigs, M. A. Donahue Co., Chicago, Illinois.

- Little Black Sambo, M. A. Donahue Co., Chicago, Illinois.
 For the Children's Hour, Bailey.
 For the Story Teller, Bailey.
 Stories to Tell Children, Bryant.
 How to Tell Stories to Children, Bryant.
 The Teacher's Story Teller Book, Throop.

TYPICAL STORIES

FOUR YEAR OLD GROUP

- The Three Bears.
 The Little Red Hen and the Grain of Wheat.
 Three Billy Goats Gruff.
 The Ginger Bread Boy.
 The Wee, Wee Woman and Her Pies.
 The Old Woman and Her Pig.
 The House that Jack Built.
 Many Realistic Stories—close to children's own experiences.
 Original stories told by the teacher about real experiences of children in the group, or of the group as a whole.
 Original stories told by the children themselves. These will be short, disconnected incidents, real or imaginary.

FIVE YEAR OLD GROUP

- The Three Pigs.
 Peter Rabbit.
 Little Black Sambo.
 Thumbelina.
 The Lion and the Mouse.
 The Crow and the Pitcher.
 Original stories told by the children about real or imaginary experiences. Series of incidents will be longer than in the original stories of the four year old, sequence of events will be more logical, and the expression of ideas will be clearer and more vivid.

EDUCATIVE OUTCOMES

APPRECIATIONS, HABITS, SKILLS

FOUR YEAR OLD GROUP

Pleasure in listening to stories.
 Ability to tell a few incidents of special interest.
 Increased ability to retain longer series of events in proper sequence.
 Preparation for enjoyable use of leisure.

FIVE YEAR OLD GROUP

Those outcomes listed for the four year old, plus:
 Increased appreciation of good literature.
 Increased ability to tell a story clearly and with logical sequence of events.
 Increased ability in listening attentively for longer periods of time, and with less interruption.
 Ability to ask more intelligent and relevant questions about the story.
 Increased use of better forms of expression, longer phrases, etc.

LEARNING

To listen for short periods of time.
 To accept general wish of the group as to choice of story.
 To overcome timidity and self consciousness.

LEARNING

To ask for stories by their names.
 To distinguish between a "real" story and an imaginary one.
 To adapt voice to needs of the situation.
 To look at people addressed.

POEMS AND RHYMES

The aims in providing experiences with poems and rhymes in the Kindergarten are as follows:

To give pleasure and delight through a natural love for rhyme and rhythm,
 To give pleasure and delight through good literature,
 To encourage beginnings in literary expression.

In the Kindergarten the material for rhymes and poems is found largely in Mother Goose Melodies and other simple, short verses and jingles for the four year old group, and in slightly longer rhymes, verses and lyrics for the five year olds. The marked rhythm is more important to the four year old child than is content, as he finds chief delight in the swing and the jingle of the form. Content is of increasing importance and interest as the child matures.

Poems, like stories, should be selected primarily for their true literary value. There are times when other experiences of the child may be enriched or more clearly interpreted by the use of some particular poem, and, too, the poem itself may have the most effect if used at some particular time. In such instances correlation serves its purpose, but poems and stories should be selected first of all for their literary merit, and because they are in keeping with the natural interests of children, and not merely because they chance to correlate with other experiences of the day.

Children are instinctively interested in rhymes and jingles, and respond readily to this type of literature. Mother Goose Melodies represent simple, short bits of primitive literary art, and are well adapted to the interests and capacities of children of Kindergarten age. The marked rhythm, the alliteration, and the rhyme hold a decided charm for young children who are, at this level, more interested in form than in content. In selecting material for the older (five year old) children, content should hold an increasingly important place.

Give the child the rhyme or lyric in its entirety. Do not ruin the rhythm and the complete beauty of form by breaking it up into parts. All literary

material suitable for Kindergarten children to learn is short enough for them to retain when it has been heard often enough to make it familiar. Memorizing, line by line, defeats the chief purpose of the poem, and makes it mechanical and worthless as a piece of literary art, and as a thing of beauty. With the longer selections to be heard for appreciation this is equally true. The meaning of new words or new situations can be cleared up in group discussion, but the lyric should be heard in its complete and perfect form in order that none of its beauty shall be sacrificed.

Children find pleasure in attempting to make rhymes and jingles of their own. The results will be crude, but they will enhance interest and enjoyment in the selections that are read to them. These beginning efforts can be saved in a book kept for the purpose to be read later. In this way dignity and value are attached to the child's expression, and his attempts are associated with a feeling of pleasure and success.

BIBLIOGRAPHY

Language and Literature in the Kindergarten and Primary Grades, Troxell, pp. 40-43.
 Unified Kindergarten and First Grade Teaching, Parker and Temple, pp. 358-367.
 Conduct Curriculum, Teachers' College, Columbia University.

SUGGESTED BOOKS CONTAINING SUITABLE MATERIAL IN POEMS AND RHYMES

Real Mother Goose, Rand, McNally Co.	Peacock Pie, Walter de la Mare.
Jolly Mother Goose, Rand, McNally Co.	Sing Song, Rossetti.
Goosie, Goosie Gander Series, Rand, McNally Co.	Fairies and Chimneys, Rose Fyleman (for appreciation).
Peter Patter Book, Rand, McNally Co.	Little Folks Lyrics, Frank Demster Sherman.
Child's Garden of Verses, Stevenson.	Pinafore Palace, Wiggin and Smith.

TYPICAL RHYMES, VERSES AND LYRICS TO LEARN

FOUR YEAR OLD GROUP

Mother Goose Melodies:
 Jack Be Nimble.
 Little Jack Horner.
 Baa, Baa Black Sheep.
 Little Bo Peep.
 Hickory, Dickory Dock.
 Little Miss Moffet.
 Hey, Diddle, Diddle.
 Jack and Jill.
 Humpty, Dumpty.
 Bye, Baby Bunting.

FIVE YEAR OLD GROUP

More Mother Goose Melodies:

(To Be Concluded)



Christmas is a jolly time
 When forests hang with snow,
 And other forests bend with toys,
 And lordly Yule-logs glow.

And Christmas is a solemn time
 Because, beneath the star,
 The first great Christmas Gift was given
 To all men near and far.

But not alone at Christmas time
 Comes holiday and cheer,
 For one who loves a little child
 Hath Christmas all the year.

—Florence Evelyn Pratt.



THE LABORATORY SECTION

The Kangaroo Ship

A Community Life Activity

MARGARET ANN WALKER

Classroom Teacher, Seattle, Washington

IN the Seattle schools the community first grade centers upon the home and life plans for the kindergarten and school life and immediate surroundings.

Before details of the actual carrying on of this activity can be given, it is necessary to tell of the environment, and experiences of the children which gave the point of contact for the project.

To begin with, this particular kindergarten is located a short distance from Lake Washington, a lake large enough to transport ships of considerable size. Nearly every home, and the school as well, in this community has a view of the lake.

The city itself contains two other lakes within its limits. In addition to this it is located on Puget Sound, having a fine harbor called Elliott Bay.

Nearly every child in the kindergarten has at some time been on a big boat, either to see it or for a voyage.

Shipping, being one of the chief industries of Seattle, the children are more or less familiar with the products from Alaska and the Orient and other world ports. Then, many of their fathers or mothers are employed by steamship companies. As a matter of fact, twelve of the patrons held such positions, as longshoremen; stevedores; sailors; petty officers; office workers; and two sea captains.

Several children had been taken to Alki Beach where they had heard the bell-buoy, and had visited the Light House there.

We also boast of a local dock from

which one of these "Captain" fathers operates a launch carrying passengers across the lake. He owns row boats, canoes, and sail boats, which he rents. He had invited us to come and see his boats but we never had gone.

The reader may thus see that their environment provided actual contact with ships. You are now wondering how their interest in building a ship was stimulated.

The children had gained some knowledge and experience with tools through other building activities during the year, and were ready and wanted to build something big.

With the thought in mind, but not expressed to the children, that they might build a boat, their teacher suggested that we might accept Tommy's invitation and go for a walk to the lake to see his father's boats.

This afforded a fine opportunity to again discuss with the children, caution in regard to street crossings, and right conduct on excursions.

We chose Tommy, of course, as the leader. He was a very timid child, depending on others to think, and do for him. Making him a leader in an activity, in which he was thoroughly interested, has made a different child of him.

Just as the teacher had hoped, the idea was born in the minds of the children that they could build a ship of their own. Thus the idea was stimulated. Next the planning and securing of materials was necessary.

After many ideas had been expressed, it was finally agreed upon to build a passenger ship containing a cabin and pilot house. We were to "play" the engine room, the hold, the freight, etc., were beneath the floor. They decided to have the boat sail between Seattle and California. Sometimes it would make the voyage to Alaska, instead.

The next step in our plans was to name it. Fourteen different names were suggested. The last one mentioned was "The Kangaroo." They were all written on the blackboard and voted upon in both classes. This name won.

The boy who suggested it, had been the day before to the Woodland Park Zoo. He had been very much interested in the animals, especially the kangaroos. He had amused the children in telling them about this animal, so it is not to be wondered at, that this name found immediate favor.

Each child chose his own work to do on or for the boat. Some wanted to do the same thing so they worked in groups or committees. Others worked on individual projects.

When the afternoon class heard about the building of the ship they also wanted to do their share, so Tommy returned one day and led them to see his father's boats.

We chose one corner in the room in which to build the ship, and decided on a space six feet by twelve feet.

The next day we began to collect the materials we needed.

The list of materials is as follows:

43 orange crates	stove pipe (2 lengths)
2 large packing boxes	an elbow
bolts, nuts, screws	coat for the captain
old alarm clock	painter's cap
coaster wheel	a small American flag
tomato and peach crates	2 lanterns
cigar boxes (for money)	a whistle
1 lb. nails	a half can of red paint
lumber	cloth for the ship's flag
lath	card board

calcimine (small quantities)

blue

black

white

brown (a bucket full)

paint brushes

a roll of brown wrapping paper

a gallon of flour and water

paste (cooked)

paste brushes

magazines

newspapers

Of course we used our supply of hammers, saws, pliers and our primary work bench with a vise attached, not to mention a rule and a brace and different size bits, pencils, etc.

It required two months to complete this activity including the "Waiting Room" project, which resulted from it. We began in March, and it was not torn down until the second week in June. Interest never lacked in it at all.

Now, lest a ship from these materials seem impossible, let it be understood in the very beginning, that it was launched only in imaginary water, and proved perfectly seaworthy.

We are fortunate in having access to a basement storeroom, where we keep our orange crates, and are allowed the use of old lumber piled there.

Girls, as well as boys, carried into the kindergarten the crates and packing boxes. Then the six leading ship carpenters were busy.

They assembled the orange crates and arranged them as nearly as possible in the outline of a boat, each crate standing on end. The imagination of an adult had to be rather elastic in order to recognize immediately, that it was a ship. Since orange crates are not plastic, the children did the best they could.

An old doll house of the same height as the large packing boxes, they used as the prow of the boat. Because of its pointed roof it made the front of the boat quite realistic.

The Pilot House had a floor of packing boxes, which raised it one step above the cabin, the floor of which was that of the room. From the doorway of the Pilot House, the gang-plank was placed, giving

it the desired elevation.

This committee ripped out the bottoms of the peach crates and nailed them on end, on top of the orange crates in the Pilot House for windows.

In the cabin they nailed another tier of orange crates on top of the first layer, with the open parts turned together. In a few places they omitted one for a window.

The mast went up next. It was a long board nailed to a packing box and orange crates. To the top of this was later fastened the ship's flag. The American flag they attached to the stern of the boat.

When the skeleton of the boat was completed, the pasteing committee of girls became busy. They covered the frame-work with brown wrapping paper. Much measuring was necessary. Of course it was often inaccurate and much patching resulted.

Meanwhile the gang-plank, life-boat, berth, ticket window and other committees were at work. The dock, and the berth for the cabin, were made in the afternoon class.

The dock was very simple. They used pieces of siding fastened together with cross boards. When finished it was about a yard wide and six feet long. They laid this at the foot of the gang-plank.

The gangplank was similar to the dock, but it had a railing on both sides, and also cleats across the floor, such as real gang-planks have.

The berth was made of two orange crates fastened together length-wise, with a head board at one end, and a foot board at the other. When placed in a corner of the cabin it appeared quite realistic.

The roof was put on by both morning and afternoon boys. First they nailed long boards across length-wise, and then others across these. They filled in the spaces between with lath. On top they stretched and tacked lengths of the wrapping paper. This was really the most difficult part of all because of the height, and the awkward position in which they

had to work. The framework top was not strong enough to support their weight, so they had to walk along the sides, standing on top of the orange crates. Several times the teacher was appealed to for aid. Frequently she held on to some worker, who was standing on a high chair, so that no casualties would result.

The life-boat was peculiar looking, but it really showed thought on the part of the committee. They took a board a yard long and more than a foot wide. They sawed one end pointed for the prow. They wanted curved boards, but lacking these for the sides, they sawed lath in two and nailed them perpendicularly around the floor board. It looked like a fenced enclosure. They were not happy about its appearance, and during the discussion period the following conversation took place:

Teacher: "Billy, how is the life-boat coming?"

Billy: "It's done, but it's no good."

All eyes fastened on the life-boat.

Mary: "It looks like a chicken coop, kinda."

Tommy: "It will sink."

Betty: "It's too little. You can't even get in it."

Jack: "Where's the place for the oars?"

Billy: "That's just the trouble. It doesn't look like a life-boat at all. We don't know what to do."

Teacher: "Have you forgotten how the row boat, that we saw, looked?"

Billy: "Yes, I wish I lived near Tommy's house I'd go again and see it."

Since several others had expressed wishes "to go again" that is exactly what we did. This time there were definite motives in mind. Each committee talked over with the teacher the problems they had, and things they were going to look for. As a result there were many improvements after our second excursion. The life-boat was covered with paper. Oars were made for it. A seat was put

inside, and the name of the ship painted on it.

Before life-preservers had not been noticed, but this time they made an impression and were added to the project. A committee of girls undertook this and made cardboard rings, which they calcimined white, and hung around on the boat. On some of them they printed the name of the ship and fastened them outside the boat.

When the ship was finally completed, and the play in it began, even the girls wanted to be captain. A girl brought an old sailor coat of hers, which each captain wore. Then someone brought us a new painter's cap. A girl printed the word "Captain" on some stiff paper. This we pinned to the cap.

Other problems arose. For instance so many children crowded on the ship, that there was no room to sit or stand. So many crowded on the gang-plank, that the railing was broken. The flag fell down, so did the ventilator.

The discussion period that particular afternoon was quite heated. It was decided that some rules were necessary. The following were finally voted upon, and adopted by both classes and printed by the teacher in chart form:

1. This boat takes 8 passengers.
2. This boat needs 4 men to run it.
3. We will take turns being captain.
4. We will wait for our turn to play on the boat.
5. We will not push and crowd on the gang-plank.

In the afternoon class the idea of a waiting room originated. The need was discovered through their play on the ship, and the problem was solved by a child, who went with his parents on a short journey across the Sound. He related his experience of waiting in a big room for the boat; buying gum at a "store" in the room; and his father bought their tickets at the ticket window in the same room.

In a week's time the "Waiting Room"

was built and equipped. They made the two side walls of orange crates and covered them with wrapping paper. In one corner they placed a "packing box counter" for their store. In the other one they put the ticket window. The front they left open. The back was the wall of our room.

For furniture they used some orange crate chairs, which they had built for our play house.

The store they equipped with magazines, funny papers, paper pocket books, trip folders, clay candy, such as suckers and bars, which they wrapped in waxed and silver paper.

The children enjoyed the play on the ship immensely. The waiting room project added to the dramatic possibilities.

Many parents coming to see the ship reported that the most popular Sunday drives for small son and daughter were to the docks, to Alki Beach Light House or to Woodland Park to see the kangaroos.

Every night a small question-box kept father and mother busy answering nautical questions.

A list of the Group and Individual projects follows:

(A) *Group Activities*—

I. THE KANGAROO PROJECT

1. Assembling and arranging orange crates and packing boxes.
2. Pasteing wrapping paper covering.
3. Making the roof.
4. Putting up the mast.
5. Making the life-boat.
6. Making the life-preservers.
7. Making the berth.
8. Making the gang-plank.
9. Making the dock.
10. Making the ticket window.
11. Making cardboard money.
13. Calcimining the ship.
14. Calcimining the ticket window.

II. THE WAITING ROOM PROJECT

1. Arranging the orange crates.
2. Pasteing wrapping paper covering.
3. Making the store-counter—wrapping the shelves, etc.

4. Making the money, candy, fruit, pocket books, and arranging the shelves.

(B) *Individual Projects—*

I. BOYS

1. Painting on the port holes.
2. Putting on the funnel (stove pipe and painted it red).
3. Putting the ventilator and painted it red (stove pipe with an elbow at the top).

filled with candy. The boys took off the globe and filled it with red and green tissue paper.

II. GIRLS

1. Making the ship flag (a white cloth with a kangaroo drawn and painted in red with the name "The Kangaroo" on it).
2. Painting on the name "The Kangaroo" on both the ship and life-boat with calimine letters.



THE KANGAROO SHIP IN PORT

4. Putting up the mast.
5. Making the anchor (small pieces of wood, nailed together, fastened to a long string).
6. Steering wheel (an old coaster wheel fastened on a box with a strong bolt and nut).
7. Compass (an old alarm clock with the glass removed and a magazine picture compass fastened under the hands).
8. Putting American flag at the stern.
9. Putting ship flag on the top of the mast.
10. Putting on the lanterns (red on port side; green on starboard side). These lanterns were small ones from the ten cent store. They had once been

3. Making cardboard tickets.
4. Making cardboard money, covered with silver paper.
5. Making clay candy.

Now comes the question as to what part the teacher has taken in this activity.

In the kindergarten the children lack the background of past experiences in activities, so it is the teacher's responsibility to constantly furnish the opportunity for new experience which stimulate new modes of thinking.

She led the discussion periods, and by carefully prepared and purposeful questions, was able to guide the children to think of many things they never would have thought about alone. She wanted them to have problems, meet them and

think of a way out without giving up; but she had to be ready to help when needed and constantly encourage the discouraged.

She had to see that everyone was busy, happy in his work, had his materials, did not waste his time, and received praise for work well done.

She sought stories, poems, information, pictures, etc., which she read to the children and encouraged them to look for further details.

There were many mistakes made, discrepancies in measurements, etc., but since children "learn by doing" they had to be given the chance to experiment and then help given to encourage success.

The Public Library sent us pictures of various kinds of boats and even some of kangaroos.

Each day the children had some question or problems to settle by the next day. They could ask anyone they pleased. We made it into a little game, trying to see which could remember and get the most information—the girls or the boys. Often times we made the question into a riddle, and finally made up a "riddle game."

We played it like a spelling match. We divided the children who wanted to play, into two sides. One side asked the questions or riddles and the other side answered. If a questioner failed to think of one when his turn came he had to sit down. This procedure applied to the one answering, too. This game may seem beyond the age of a kindergarten child, but this particular group loved to play it and really gained a fund of information, as well as strengthening their impressions.

Some of the "riddles" as follows:

Question: "I am thinking of something on a boat that will keep you from sinking. What is it?"

Answer: "A life-preserver."

Question: "Who takes the tickets on a ship?"

Answer: "The purser."

Question: "What do we call a smoke stack on a ship?"

Answer: "A funnel."

Question: "I am thinking of a boat you have to row. What is it?"

Answer: "A row boat."

Question: "I am thinking of a boat that carries automobiles across the lake. What is it?"

Answer: "A ferry-boat."

The teacher prepared materials for the children's use. She kept a record book each day of supplies needed for the morrow.

She also brought the children into contact with a sea captain on an Alaskan passenger vessel. He was one of the "captain fathers" mentioned before. When he heard of our activity he gladly consented to show the children some of his treasures and answer their questions. We made out a list of them before we went to see him. He gave us valuable first-hand information, nautical expressions, etc.

One of our school custodians, who had been a sailor, helped the steering wheel committee, furnished the stove pipe we used for funnel and ventilator, some bolts, screws, nuts, etc. He demonstrated some tying of sailor's knots with rope. Of course the children thought it was wonderful.

Not only the children, but the teacher as well, learned through this activity more about ships than we had ever expected to know.

This project grew as it went along and involved not only community life interests but covered all the school subjects.

Of course it is understood, that reading, writing, arithmetic, geography, history, nature study, etc., are brought into the kindergarten program incidentally as the need arises.

1. Music was very directly involved.

A. Matching tone exercises.

(a) Boat whistles of different kinds of boats—as I. Tug-boat (high tones singing "toot" rapidly); II. Ferry-

boat (high tones singing "toot" twice); III. Steam-boat (low deep tones singing "toot" once); IV. Fire-boat (singing "toot" up and down the scale); V. Motor-boat (singing "toot-toot-toot" up or down the scale as 1st, 3rd, 5th, or 1st, 6th, 8th notes, etc.).

B. Song.

1. "If I Had a Little Boat"—Hollis Dann I.

2. Rhythmic Play:

(a) Sail boats (gliding around the room using arms for sails).

(b) Bell-buoys (swaying to music).

(c) Kangaroos (leaping to music).

3. Reading.

A. A chart about our boat (printed by the teacher).

Our Boat

We are making a boat.

It is a passenger boat.

It is named the Kangaroo.

It is going to California

B. A chart telling about the boat, which was our Inspiration.

The Walking Story

We went for a walk to the lake.

It was a sunny day.

We went to Tommy's house.

We saw many boats.

One was a tug-boat

It was anchored.

C. Another chart has been mentioned before; the rules and regulations in our play.

D. Reading signs, such as:

I. The Kangaroo; II. Ticket Window;

III. Waiting Room; IV. Store; V. Life Boat; VI. Captain.

E. I. Learning to recognize such words as: (a) ship, (b) boat, (c) tickets, (d) candy, (e) books. II. Learning to read such number as: 1 (on the life-boat) 5¢; 10¢—on the tickets, candy, magazines, 15¢-25¢—books, \$1.00-\$100-\$50-\$25.

4. Literature.

A. Conversation (corrections in grammar).

B. Stories and poems (read to children).

C. Stories and poems (the children originated).

5. Arithmetic.

A. Measuring (boards, paper, space).

B. Counting (boards, pieces of paper, tickets, boxes, magazines, books, passengers, life-preservers, tools, nails, paint brushes, etc.).

6. Art.

A. Illustrations for original poems and story books and for reading charts.

B. Boat picture book.

C. Cutting boat pictures; mounting and arranging in a booklet.

D. Making paper boats.

E. Making model sail boats.

F. Drawing Kangaroos.

G. Making the ship flag (The Kangaroo. A piece of white cloth with a picture of the animal drawn on and painted and the letters painted too).

H. Making a cecimine frieze of the city of Seattle to be used as a sky-line, fastened on the wall back of the ship.

I. Making a frieze imitating the blue water in which was anchored the boat.

J. Calcimining the ship.

K. Painting the funnel and ventilator.

L. Modeling with clay; candy, and fruit for the store.

M. Making books for the store.

N. Making tickets.

O. Making money for the store.

7. History (incidental).

A. Looking at pictures of the first boats ever used: Indian boats, Chinese boats, etc.

B. Learning about different kinds of boats, their uses down to the latest—the airplane carriers.

8. Geography (incidental).

A. Learning about different bodies of water, and the boats sailing in them as: brooks, tiny boats; small rivers, tiny boats and skiffs; large rivers, large boats; small lakes, small boats; large lakes, large boats.

B. Transportation by water, ferry-boats, etc.

C. Shipping:

(a) Lake Washington Canal—the Government Locks.

- (b) Silk brought from the Orient to Seattle.
- (c) Lumber shipped away.
- (d) Fish received and shipped away. Whale meat and oil shipped from Alaska to Seattle.
- D. Light-Houses:
 - (a) Importance
 - (b) Alki Light House
- E. Bell-buoy:
 - (a) Alki and others on the Sound
- F. Fishing:
 - (a) Kinds of fish caught and brought to the markets.
- 9. Nature Study:
 - A. Silk Worm.
 - B. Water.
 - (a) Rain, (b) puddles, ponds, polly-wogs, frogs.
 - C. Walks in the community; to the lake.
 - D. Fresh Water.
 - E. Salt Water.
 - F. Sea Gulls.
 - G. Excursions with parents to Woodland Park to see the animals especially the Kangaroo.

* * *

A bibliography of books, magazines and pictures used by the teacher and children is given.

1. PICTURES (WHERE FOUND)

Rotogravure sections of Seattle Sunday newspapers as well as other issues: Pictures of different kinds of boats. Docks. Dry Docks. Loading and unloading of ships. Launching scenes.

Pacific Marine Review, July, 1928: Ma-

rine pictures of all sorts. Pictures of different parts of boats as: compass steering wheel, life-boats, cabins. Sky-line of city as seen from boat.

"My A. B. C. Book": Kangaroo pictures.

"Linette": Life-boat pictures.

Seattle Public Library: Kangaroo pictures. Early boats. Foreign boats.

Boats by Nell C. Curtis: Pictures of children making sail boats. Useful information.

2. STORIES AND POEMS

"Here and Now Story Book," by Lucy Sprague Mitchell: The Fog Boat Story; The Sea Gull (Poem).

POEMS

Boats, by Nell C. Curtis: The Harbor; Boats; The Worker.

Mother Goose Nursery Rhymes: I. I saw a ship a-sailing. II. Three ships.

Eugene Field: Wynken, Blynken and Nod.

Robert Louis Stevenson: Where Go the Boats.

Rabindranth Tagore: Paper Boats.

James Whitcomb Riley from "The Posy Ring," Wiggin & Smith: A Sea. Song from the Shore.

"Stories and Rhymes for a Child," by Carolyn S. Bailey: At the Seashore. My Ship.

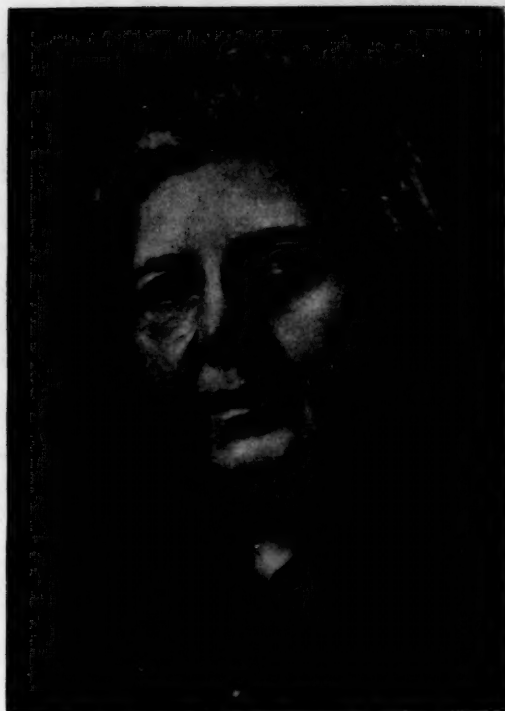
"My Book House I", by Olive Beaupre: The Duck and the Kangaroo.

"In the Child's World," by Poulsson: The Silk Worm.

Marion B. B. Langzettel, a pioneer worker for kindergarten education in this country, for many years an active participant in the work of the International Kindergarten Union, the founder and until her retirement, a year and a half ago, the director of the Froebel League in New York, passed on in that city on October

29, 1929.

In her work with children and parents, with nurses and students in training to become teachers of young children, Mrs. Langzettel made a distinct contribution. May the inspiration which she gave the teachers and friends associated with her carry on in greater achievements.



PROFESSOR PATTY SMITH HILL, LITT. D.

WHO'S WHO

ALL workers with young children feel honored in the splendid recognition recently given to Professor Patty Smith Hill. At the celebration of the 175th anniversary of the founding of Columbia University, Miss Hill was granted the honorary degree of Doctor of Letters. Out of Columbia University's staff of four thousand, seventy-nine people were given honorary degrees on this occasion, which comes only once in twenty-five years. Of the seventy-nine, seventy-seven were men and the only two women receiving the honorary degree were Dean Gildersleeve of Barnard College and Miss Hill.

CHILDHOOD EDUCATION takes this opportunity to express its deepest appreciation for the immeasurable contribution Miss Hill has made, is making and will continue to make in the field of early childhood education.

Both Lee Vincent and Winifred Rand are members of the staff at the Merrill-Palmer School, Detroit, Michigan. Dr. Vincent is the psychologist and Miss Rand is the sociologist. Dr. Vincent is carrying on clinical research work with the mothers of young children. She was a member of the program committee of the National Committee on Nursery Schools and took an active part in the Chicago conference. Miss Rand, a registered nurse, is doing work in parental education. Her article on Physical Hygiene in the November and this issue of CHILDHOOD EDUCATION is a chapter of the Twenty-Eighth Yearbook of the National Society for the Study of Education, Pre-school and Parental Education, unpublished because of lack of space.

* * *

Winifred Crooks and Margaret Ann Walker are classroom teachers. Winifred Crooks teaches First Grade in Kalamazoo, Michigan, and has been active in the activities of the Kindergarten-Primary Club there. Margaret Ann Walker teaches Kindergarten in Seattle, Washington, is especially interested in experimentation in the unification of Kindergarten and First Grade work.

* * *

Lois Hayden Meek who reports the business meeting of the Chicago Nursery School conference has been chairman of the National Committee on Nursery Schools and will so continue under its present organization. All those attending the conference profited by the interesting and efficient way in which Dr. Meek conducted the conference. Dr. Meek is a member of the Board of Editors of CHILDHOOD EDUCATION.

INTEREST. Toy Shop

A Teacher's

INITIAL INDICATION

This interest started in the Doll corner.
The children wanted to put toys in the Dolls Stocking.
So decided to make store to buy toys.

Record.

(1) EVIDENCE OF NEED AND STATEMENT OF HELP GIVEN	(2) SCIENTIFIC	(3) LITERARY	(4) LINGUISTIC	(5) INDUSTRIAL
a.—to sustain interest b.—to raise standards c.—to provide a common back- ground	To explore To investigate To measure	To interpret experi- ence To express feeling	To communicate To tell (oral or written)	To make To construct To meet a need in practical activities To express ideas—mood
Pictures of store win- dows decorated for christ- mas were brought in and discussed. Green and red paper was given for deco- ration with Christmas colors. Suggestions for arranging toys obtained by trips to see stores on Burdick St. after Christ- mas decorations were displayed.	We took a trip to various stores to see how windows were trimmed and how toys were arranged. It was a problem to make the counter high enough to be used. Finally decided on boxes and pieces of lumber in place of blocks which fell down so easily.	"The Little Blue Dishes" was told in connection with this interest.	Much conversation was based on our Toy shop. Plans for making vari- ous toys, for selling the children's various experi- ences were discussed. The following reading material was marked out from this discussion. Come to Our Toy Shop Boys and Girls We've many things to see. Dolls and balls Dishes and balloons Horns and airplanes And many other things.	This phase of the toy shop furnished many hand work problems. Dolls made from paper bags and dressed in gay colored crepe paper. Horns, drums, dishes from clay; balls, bal- loons, airplanes and boats from wood; also doll furniture. Tables, chairs, stoves, doll houses, from paste-board boxes.

PUBLICATIONS RECEIVED

Primarily for Children

- Bridgman, L. J. *The Guess Book of Riddles*. Illustrations by author. Boston: Lothrop, Lee & Shepard Co., 1929. Pp. 108. \$1.50.
- Clark, John R.; Otis, Arthur S. and Hatton, Caroline. *First Steps in Teaching Number*. Yonkers-on-Hudson, New York: World Book Company, 1929. Pp. XIII + 225. \$1.48.
- Clark, John R.; Otis, Arthur S. and Hatton, Caroline. *Modern School Arithmetic, Book One*. Yonkers-on-Hudson, New York: World Book Company, 1929. Pp. XVI + 399.
- Clark, John R.; Otis, Arthur S. and Hatton, Caroline. *Modern School Arithmetic, Book Two*. Yonkers-on-Hudson, New York: World Book Company, 1929. Pp. XIV + 386.
- Cordts, Anna Dorothea. *The New Path to Reading, Book Two*. Boston: Ginn and Company, 1929. Pp. VII + 258.
- Cordts, Anna Dorothea. *The New Path to Reading, Book Three*. Boston: Ginn and Company, 1929. Pp. VI + 310. \$0.80.
- Crew, Helen Coale. *Under Two Eagles*. Boston: Little, Brown and Company, 1929. Pp. X + 298. \$2.00.
- Dennis, Clara G. *The All Holidays Book of Jane and John*. Illustrations by Beatriee Stevens. Boston: Marshall Jones Company. \$2.50.
- Frees, Harry Whittier. *Animal Land on the Air*. Illustrations by author. Boston: Lothrop, Lee and Shepard Company, 1929. Pp. 16 + 239. \$2.50.
- Garis, Howard R. *Chad of Knob Hill*. Illustrations by Paul Martin. Boston: Little, Brown and Company, 1929. Pp. 298. \$2.00.
- Hamilton, Bertha M. *Please Come to My Party*. Illustrations by Jessie A. Macdonald. Boston: Little, Brown and Company, 1929. Pp. 149. \$1.75.
- La Ganke, Florence. *Patty Pans*. Illustrations by W. Prentice Phillips. Boston: Little, Brown and Company, 1929. Pp. 8 + 268. \$1.75.
- McNelly, Martin Hurd. *The Jumping-Off Place*. Illustrations by William Siegel. New York: Longmans, Green and Company, 1929. Pp. 11 + 308. \$2.00.
- Meigs, Cornelia. *The Crooked Apple Tree*. Illustrations by Frank Dobias. Boston: Little, Brown and Company, 1929. Pp. 10 + 300. \$2.00.
- O'Grady, C. Geraldine. *The Dog That Went to the Doctor*. Illustrations by W. M. Berger. Boston, Lee and Shepard Company, 1929. Pp. 11 + 172. \$1.50.

**EARLY ELEMENTARY DEPARTMENT
KALAMAZOO PUBLIC SCHOOLS**

School: Harding

Grade: 1-B

Date: January, 1929

Teacher: Winifred Crooks

Summary

(6) PICTORIAL	(7) MUSIC	(8) DRAMATIC	(9) SOCIAL AND RELIGIOUS	(10) HEALTH	INDUSTRIAL AND INDIVIDUAL GROUP DEVELOP- MENT
DRAWING—PAINTING To express ideas To express feelings of beauty	To express feeling in song To enjoy music	RHYTHM, DRAMA- TIZATION, DRA- MATIC GAME To express feeling through bodily mo- tion To imitate—to create —to interpret ex- perience	To co-operate To participate To reverence To wonder	To promote right habits To gain health knowledge To develop health appre- ciation	PURPOSEFULNESS Health Citizenship Practical Efficiency Use of Leisure
Christmas pictures with stores decorated for holidays. Black- board drawings, Mu- resco painting, free cutting of many toys, decoration and de- signs came in the trimming of doll's dresses, decorating horns, balls, balloons, etc.	The Toy Shop— We have come from happy Toy- land.	The walking dolls, soldiers, trains, airplanes.	Cooperation was necessary in manag- ing store. The chil- dren made dolls for the Kindergarten chil- dren.	This was not an outstanding phase. They did gain the knowledge that a clean store is more attractive than a cluttered, uncared for one.	The greatest gain was in the control over and care of material. All were working forward a common aim— TIME SPENT ON PROJECT Three weeks.

Phillips, Mary Geisler. *Honey Bees and Fairy Dust*. Illustrations by Ellen Edmonson. Boston; D. C. Heath and Company. Pp. 6 + 213.

Phillips, Mary Geisler. *Spider Webs and Sunflowers*. Illustrations by Blanche Greer and Albert W. Force. Boston: D. C. Heath and Company, 1929. Pp. 6 + 257.

Phillips, Mary Geisler. *Ant-Hills and Soap-Bubbles*. Illustrations by Grace Norcross and Albert W. Force. Boston: D. C. Heath and Company, 1929. Pp. 13 + 252.

Smith, Mary P. Wells. *The Boy Captive of Old Deerfield*. Illustrations by Frank E. Schoonover. Boston: Little, Brown and Company, 1929. Pp. 10 + 295. \$2.00.

Stone, Kathleen P. *The Six Year Olds—Story-Book*. Illustrations by Florence Liley Young. Boston: Lothrop, Lee and Shepard Company, 1929. Pp. 11 + 172. \$1.50.

Varble, Rachel M. *A Girl from London*. Illustrations by Beatrice Stevens. Boston: Little, Brown and Company, 1929. Pp. 9 + 290. \$2.00.

Weber, Lenora Mattingly. *Wind on the Prairie.*
Boston: Little, Brown and Company, 1929.
Pp. 276. \$2.00.

White, Trentwell Mason. *Three Rookies at Morton*. Illustrations by Morris H. Pancoast. Boston: Little, Brown and Company, 1929. Pp. 282. \$2.00.

CHRISTMAS-TIME

The church bells at Christmas-time
Ring all about the town;
The gay folk at Christmas-time
Go walking up and down;
They smile at me, they smile at you,
The streets and squares are smiling too.

In every house at Christmas-time
Are pretty things to see;
And strange things at Christmas-time
Do grow upon a tree;
And one for me and one for you,
And isn't it a sweet to-do?

—Rose Fyleman.



BOOK REVIEWS

Editor, ALICE TEMPLE

Mental Hygiene for the Classroom Teacher.—Dr. Caroline B. Zachry's little book,* "Personality Adjustments of School Children" is one of the soundest and most useable presentations of the principles and practices of mental hygiene that has yet been published. Here is an introduction to the field of mental hygiene that should find its way into the hands of every classroom teacher because Dr. Zachry has chosen her examples from the everyday behavior problems that confront every teacher. Moreover, she concludes each case study with a section devoted to implications for the classroom teacher, and these implications are both thought-provoking and practical.

This book develops the theory that a child's behavior is symptomatic of his deeper lying needs. Five detailed case studies are presented: the troublesome child, the quiet over-conscientious child, a child with polyglandular difficulties, an over-dependent child and an over-anxious child. Anyone of these cases might happen in any classroom and probably most teachers have been troubled by behavior that resembles one or more of these. The family history of each child is gathered by the visiting teacher and reports of the parents' problems with the child. The classroom teacher supplements the visiting teacher's observation by objective examples of the child's behavior in school. When all of this material has been laid before the reader, there is an equally detailed interpretation of behavior and recommendations for the treatment.

In this section on interpretation, Dr. Zachry takes pains to define the terms of mental hygiene that might be obscure or misinterpreted by the lay reader. The mechanisms of day dreaming, identification, rationalization, compensation, insecurity and defense are

clearly defined and their causative relation to the child's behavior is shown. For the teacher who has not made an exhaustive study of mental hygiene, such definitions and analyses are illuminating and helpful. Experts might object that this is the cursory type of introduction to mental hygiene that makes for dangerous superficiality; too little wisdom for really sound judgments, in order words. Dr. Zachry guards against this possibility by warning the teacher that psycho-physical diagnoses and judgments are not for her, but that she should know enough of the symptoms of mental ill health to call in the experts, just as she might refer a child to a doctor when she observes certain symptoms of physical ill health.

The last chapter in the book is a particularly valuable one: "Adjustment and the School." In this chapter curriculum, method, and teacher are discussed in relation to child behavior. Dr. Zachry here makes a plea for a curriculum based on purpose and so bound up with the child's interests and desires that he acts as integrated whole instead of the divided self that acts half-heartedly with one wistful eye on the clock. "The formal school," says Dr. Zachry, "has thwarted and too often killed these creative desires in children and has made its pupils afraid to express themselves spontaneously. Thus it has added its share to the pressure of the environment that causes the child to become 'shut-in' and to withdraw into a world of his own, where he is beyond guidance and sympathetic contacts. Besides the waste in human production, there is the fact of which the psychiatrists warn us that from these come the individuals who later, too frequently, fill our hospital wards. On the same scale more nearly approaching the normal, they are the unhappy, repressed and unsocial individuals."

Another valuable section of this chapter is

*Caroline B. Zachry. *Personality Adjustments of School Children*. New York: Charles Scribners' Sons. 1929. Pp. XIII+306.

the discussion of the young teacher still in the normal school or in her first year or two after graduation. In a few paragraphs Dr. Zachry suggests vividly some of the personality problems of these young women that some mental hygienist should develop into a book. This young student teacher caught still in her adolescence and routinized unduly has fully as many problems of adjustment as the child in her classroom. There is fertile field here for study and guidance. These brief paragraphs develop only one problem and that is the young teacher's hunger for authority which she takes out on the child because it has been denied her both at home and at school.

The book closes with descriptions of school procedures involving the child's purpose, the teacher's cooperation and the resultant atmosphere of good fellowship and hard work. Brief as the various sections are, each one is valuable to the teacher because of its clarity and constructive suggestions. This is a sane approach to behavior problems in the school and is an invaluable and illuminating little book for the classroom teacher.

MAY HILL,

Western Reserve University.

Health Education—A recent account of an experiment in a public school system* tells how "the teaching of hygiene as an academic subject developed into the teaching of health as a vital experience." "Teaching health in Fargo" is one volume in a series describing the Child Health Demonstration carried on for five years by the Commonwealth Fund in the public schools of Fargo.

Health Education is an important phase of the modern curriculum. Its incorporation as an integral part of the public school program presents many problems. As Director of Health Education, Miss Brown faced many of these problems, and her frank discussion is practical and helpful. The aim of the school health program was to establish a personal health program for every child. The classroom teacher centered upon the particular needs of the individuals in her class. Miss Brown interpolates, "She was not handicapped by a course of study which said, 'This month teach milk,' even though her children were all getting their quart daily and going to the movies three nights a week!" It is by this type of com-

ment that some of the artificial practices of the Health Education movement are criticised. A set of routine health procedures were developed with the teachers and health instruction was regarded as merely a means for securing health behavior. Every teacher was encouraged to work out her own methods. These methods were studied and evaluated and formulated into a tentative course of study which covers some fifteen pages of this report.

The teacher's problem in actually changing the health behavior of children is clearly recognized. "Few parents question the ethical imperatives, or deliberately plan a program of misbehavior for their children. The situation is quite different when we turn to health behavior. By and large, the parents of school children do not yet realize that the growth of a child is subject to the laws of cause and effect, and that it is their responsibility to learn and apply these laws."

The first phase of the program contained a large element of propaganda, "warmed by emotional motivations—provoking to action." The second aspect was drill in the health essentials which are the same for all children from kindergarten through high school. It is recognized that practice tends to become uninteresting and many helpful suggestions are given to show how health behavior may be related to developing experience. The third phase of the program was rationalization through direct instruction and correlation with other subjects. But these stages were not regarded as definitely separated from one another. "Even at the outset propaganda must be justified by reason as well as colored by feeling. If drill is to be kept abreast of experience it needs constant rerationalizing and remotivating. Rationalization must ever be warmed by propaganda to the kindling temperature."

There are many concrete examples in picture and text of the actual development of health instruction. For example, the statement is made that theoretically no one believes that children in the third grade should be taught about germs. It was discovered that even the younger children already had misconceptions which must be corrected—"A germ is a kind of angle worm." "German bugs that have poison in them." The use of a manikin in the study of the elements of the structure of the human body proved most interesting in the fifth grade. "I was glad when the inside of the body was shown to me to let me know

*Maude A. Brown. *Teaching Health in Fargo*. New York: The Commonwealth Fund, Division of Publications. 1929. Pp. XIV+142.

what I looked like inside—I have noticed a startling thing that I never have known before. It is that the stomach is smaller than I thought it was; I believed that the stomach took up most of the room in the body."

There is a valuable chapter on linking health with other subjects although it is frankly recognized that teaching by correlation suggests that the curriculum is still "pigeon-holed." The use of devices, the wisdom of contests are discussed from every angle. One feels that the author has brought a finely trained mind and expert scientific knowledge to bear upon a situation in a typical public school system. The fact that the Fargo Board of Education appointed a supervisor of Health Education to carry on after the demonstration period was over, is proof of the success of the program developed.

JULIA WADE ABBOT,
Director of Kindergartens, Philadelphia.

A Few Books for Children

*The Kitten That Grew Too Fat.*¹—This is a delightful tale for very young children. It is short, but there is enough of a real story to delight the little child. The full page silhouette illustrations by Inez Hogan are in good taste and of interest. The book should be added to the collections in the school and the home.

*Peep in the World.*²—A book for children of third grade age, full of adventure and wholesome fun that children of that age enjoy. There is a trace of the fairy element that fully accounts for the magic of the story. An interesting book for the school reading table.

*The Cock and the Hen.*³—This is a translation from the Czechoslovak tale and is charmingly gotten up. The brilliantly colored illustrations delight the adult as well as the child. It is a story to be read to kindergarten and first grade children. The illustrations will be pondered over by children for days for they furnish excellent material for picture study during leisure hours. A fine book for every kindergarten and primary book table.

*A Head of Police.*⁴ *An Aviator.*⁴—The first of these is the story of the life of President Roosevelt, the second that of Lindbergh. They are told simply and in short sentences but print and illustrations are so mixed in both as to make reading difficult.

*The Long Bright Land.*⁵—This is a collection of stories of the Maoris, in the South Seas. The stories are well told. They will make an imaginative appeal to children, who are interested in the lives of other people. Essentially a book for older children.

*The Jingling A, B, C's.*⁶—A jolly book of rhymes which the author has found effective in introducing reading to early primary groups. Of course there is no mention of teaching the alphabet but the unique way in which the author has introduced the letters in a pleasing variety of interesting child situations, cannot fail to intrigue children who are learning to read. The rhyme for the letter u, will illustrate this point:

"Umbrellas to mend,
Umbrellas to mend,
A good umbrella is
Your friend.
Useful for rain,
Useful for hail,
Useful for making
An excellent sail."

The illustrations are excellent, thus completing a charming book for the primary room.

*Noisy Nora. An Almost True Story.*⁷—This is a gay tale of a little girl, who was not very polite at table. It is funny and highly imaginative and deserves a place on the child's own home book shelf as well as on the reading table in the school. The illustrations are by the author and are as exaggerated as some parts of the text. For sheer fun and nonsense "Noisy Nora" is worthwhile.

KATHARINE MARTIN,
University of Chicago.

¹Clara V. Winslow. Philadelphia: MacCrae, Smith & Co. 1929. Pp. 93. \$1.50.

²Frances Elizabeth Crichton. Illustrations by Frank McIntosh. New York: Longmans, Greene and Co. 1929. Pp. 258. \$1.75.

³Translated by Raf. D. Szalatnay. Illustrated by Rudolph Mates. New York: Czechoslovak Art and Craft. 542 E. 79th St.

⁴Evelyn Hood. Illustrations by Gracia Fox. Garden City, New York: Doubleday, Doran & Co. 1929. \$0.75 each.

⁵Edith Howes. Illustrated by Dorothy P. Lathrop. Boston: Little, Brown & Co. Pp. XIV+207. \$2.50.

⁶Charlotte Krum. Illustrations by Pauline Batchelder Adams. Evanston, Illinois: Row Peterson & Co. 1929.

⁷Hugh Lofting. New York: Frederick A. Stokes Co. 1929. \$1.25.

AMONG THE MAGAZINES

Editor, ELLA RUTH BOYCE

In the September issue of the *JOURNAL OF GENETIC PSYCHOLOGY*, Desirable Literature for Children of Kindergarten Age is discussed by Ruth Mack Havens and Ruth Andrus. This paper is "an evaluation based on a record of children's responses to selected literature, combined with findings of specialists in this field." The experiment as carried out at the New Paltz Normal School is described in detail. The work covered a period of eight months and included tests of the children and visits to their homes with a study of the nationality and reading interests of the parents. The final conclusion is a list of stories and poems shown by actual tests to be especially enjoyed by the children in the group studied. It naturally includes many of the well known favorites. One would be surprised indeed were The Three Bears or Little Black Sambo not there. The point is stressed that the list is for an average group. A side issue in the study was on the increase in the children's vocabularies. There are some interesting conclusions made, of which two are especially noteworthy. "It was clear that if good literature were properly introduced it would be largely accepted and that the very desirable habit of becoming a book lover might well be established in the kindergarten," and again—"The firmly grounded idea that children like fairy tales because of the fairy element, religious stories because of the moral side, and poetry just because of the rhythm, was somewhat changed; it seemed rather that children recalled the events and objects common to their everyday life. One may conclude that while we do not wish too rich a diet of 'realistic literature,' the realistic element has an important part to play in the literature of young children."

Writing in *MENTAL HYGIENE* for October, Dr. Arnold Gesell with The Organization of Child Guidance and Developmental Super-

vision as his subject says "Child guidance is a new term which has gained wide currency." It has already been instrumental in stimulating new efforts for child care, and is making it plain "that in the protection of mental welfare, society must concentrate its basic efforts upon infancy and early childhood." The article has an accompanying chart which "outlines diagrammatically the life periods in a comprehensive organization" for guidance of the type being discussed. He believes that the problem must be studied as a whole because "Growth is a unifying concept which expresses the internal unity of the entire span—Past growth modifies present growth and they both project themselves into the future." His challenge to the kindergarten is so important that it must be quoted—"The American kindergarten is in danger of crystallizing into just another school room, when to meet the new demands it must develop a versatile, multiple technique which will bring it into more effective contact with a wider range of childhood." It "may evolve into an educational service instrument, a kind of dispensary that will be staffed to do a certain amount of routine, but that will be organized and geared to render special educational guidance to parents and also to children of pre-kindergarten age. The position of the kindergarten in the educational scheme is unique and strategic. The kindergarten is the recruiting station of the public school system. As such, there is every reason to hope that it will establish increasing contact with children of pre-kindergarten age and with their parents."

His challenge to the elementary school period is "No artificial distinctions should be made between child guidance and education. But education in the traditional sense is still in danger of being identified with curriculum rather than with the life career of individual children." "The diffusion of the concepts of

mental hygiene and child guidance among the large army of elementary school teachers will have incalculable benefits in the promotion of normal psychological development."

In the October 13th issue of the *NEW YORK TIMES* one's eye is arrested by the head line *Frowns on School for Child Under Nine*. Reading the column one finds that Professor David Snedden is being quoted and finds as well some curious elaborations of his opinions. His belief that "Romantic cults of the child usually planned and supervised by educators who have little real experience in parenthood can never take the place of the home in the development of pre-school age" is surely one that he has every right to hold. But it would be interesting to know on what statistics he bases the following conclusions. "Because of this hothouse type of early education (he is referring to the kindergarten) large proportions of American middle-class women from 30 to 60 suffer from poor health. Especially are such women deficient in qualities of endurance and resistance to pain. Many of them are poorly equipped for the strains of motherhood. They live longer than men indeed, but they live far less robustly or energetically." These statements in the light of present day insistence upon a scientific basis for educational pronouncements are certainly amazing. Even the fondest supporters of the kindergarten will hardly claim that enough children were trained in it 25 to 55 years ago to make any appreciable difference in the country as a whole. Again one wonders what grounds for speaking of the kindergarten as a place where girls only are conditioned? Are there no kindergarten boys surviving? Perhaps one should not demand in a daily newspaper a thoroughly scientific presentation of an educational topic, but one may at least expect that accuracy in the use of facts be observed.

The *ELEMENTARY SCHOOL JOURNAL* for October in *A Non-Reader Learns to Read* by Clarence R. Stone presents a case study of a child seven years and nine months old, who after two years in school was unable to read, knowing not more than eight or ten words. After a daily period of thirty to forty minutes of private tutoring, over five and a half months, he was able to go on with regular class work. The case is described in some

detail. This observation is of special interest in view of the trend of progressive education. "One factor contributing to the present large number of non-readers is the use of methods of teaching beginning reading which go to the extreme in depending on reading based on activities and on story units involving a comparatively large number of word difficulties. Such methods are successful with pupils who experience little difficulty in learning and remembering words, but they are disastrous with pupils of the opposite type, many of whom are normal so far as general intelligence is concerned."

The *FORTNIGHTLY REVIEW* publishes in October, *Confessions of a Father* by E. S. Bates which is very interesting reading and contains a number of stimulating comments. It is frankly autobiographical and he admits failure at the outset giving as one cause why failure is inevitable "that no training is ever given for the occupation of fatherhood." His opinions on discipline are very marked—"No system will work well, or ultimately be justified, but one in which the children have the same control over their parents as the parents over the children. Otherwise the system is a misuse of superior force; it is unfair; and unfair parents will produce unfair children, who will, in turn, help to perpetuate the same habitual unfairness. It happens daily as a matter of course; people think there is no other way. But what control, then? The same control that friend has over friend; disappointment in the other when he or she is not at his or her best, and, on the other side, the knowledge beforehand that that disappointment will happen in that case. That control would not be effective? I have found it to produce good enough results to the point that other parents, punishing parents, have asked me if I would take full control of their own unfortunate children." He discusses several points in the relationship of father and children, but this final conclusion is illuminating. "In any case, if inspiration is not all around one, and inside, it will be nowhere; anything will do that leaves a child free to feel sure, as he and she will feel sure if not hindered, that life is only worth having on terms of thinking of it primarily as an adventure, and not as a search for a safe pigeon-hole and the chance of mouldering in it.

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